DOCUMENT RESUME

ED 046 166 40 EC 031 250

AUTHOR	Meyen, Edward L.
TITLE	Demonstration of Dissemination Practices on Special Class Instruction for the Mentally Retarded: Utilizing Master Teachers as In-Service Educators, Volume II. Final Report.
INSTITUTION	Iowa Univ., Iowa City. Special Education Curriculum Development Center.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
BUREAU NO	BR-6-2883
PUB DATE	Nov 69
GRANT	OEG-3-7-02883-0499
NOTE	163p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	Evaluation, *Evaluation Methods, *Exceptional Child Education, Films, *Inservice Teacher Education, *Mentally Handicapped, *Program Evaluation

ABSTRACT

Volume 2 of three volumes dealing with demonstration of dissemination practices on special class instruction for the mentally handicapped (utilizing master teachers as in-service educators) reports on the evaluation of project activities. A frame of reference on the overall project is provided, and data regarding the effectiveness of the model emphasized. The evaluation process is structured to provide an ongoing source of feedback on the model. Demographic features, evaluation procedures, results, and conclusions and recommendations are cited. Volume 3 is a filmed report. The film begins with a recognition of the problems faced by the classroom teachers, works towards an understanding of the responsibilities of the consulting teacher, and concludes with an inside view of the system at work. (CD)

OE/BEH
BR 6-2883
PA 40

ED0 46166

FINAL REPORT

Project No. 6-2883
Grant No. OEG 3-7-02883-0499

DEMONSTRATION OF DISSEMINATION PRACTICES ON SPECIAL CLASS INSTRUCTION FOR THE MENTALLY RETARDED: UTILIZING MASTER TEACHERS AS IN-SERVICE EDUCATORS

VOLUME II OF III VOLUMES: A REPORT ON THE EVALUATION OF PROJECT ACTIVITIES

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November 1969

Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped

EC 03/ 250E

EC031250

ED0 46166

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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DEMONSTRATION OF DISSEMINATION PRACTICES ON SPECIAL CLASS INSTRUCTION FOR THE MENTALLY RETARDED: UTILIZING MASTER TEACHERS AS IN-SERVICE EDUCATORS

Volume II of III Volumes:
A Report on Functions and Guidelines for Replication

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November 1969

The research reported herein was performed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

EC 031 250

Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped

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PREFACE

Final reports are intended to convey to the reader a description of the research methodology employed and the results obtained. While this investigator is concerned with these objectives, the nature of this demonstration project, which combines a reliance on the talents and resources of individuals and agencies with a system for stimulating the motivation of teachers, does not lend itself to the typical reporting pattern. In an attempt to communicate the many tasks involved in operating the model, the processes utilized in developing materials, and the sometimes subtle techniques relied on in maximizing the participation of individuals and agencies, a three-volume report has been prepared. Each volume is independent but related and prepared with a different audience in mind.

Volume I . . . A Report on Functions and Guidelines for Replication.

Inherent in this volume is a detailed discussion on the design of the model. Every aspect of the project is reviewed. This is a descriptive report prepared for those persons who are seriously interested in the model. It is organized according to major functions.

Volume II . . . A Report on the Evaluation of Project Activities.

Sufficient information on the overall project is included to provide the reader a meaningful frame of reference. However, the major emphasis of this volume is on reporting data regarding the effectiveness of the model.

Volume III . . . A filmed report . . . So You Want A Better Teacher?

SECDC's model of in-service training for teachers of the mentally retarded. 15 minutes animated, color. An overview of the SECDC in-service training system with a focus on the leadership role of the consulting teacher. Illustrates the nature of SECDC's inter-agency involvement, and documents the SECDC dissemination system from production to training session to field session. The film begins with a recognition of the problems faced by special class teachers, works toward an understanding of the responsibilities of the consulting teacher, and concludes with an inside view of the SECDC system at work.

ACKNOWLEDGEMENTS

The consulting teachers deserve considerable praise for their willingness to assume a role new to them and new to their colleagues. Their enthusiasm and desire to fulfill the expectations held by the staff was a major factor in the success of the project.

Bernadine Carlen
Winnie Carlson
Yvonne Chadek
Pearl Cords
Mary Curly
Evelyn Davison
Fran Dempster
Alberta Ekholm
Zola Garnass
Margaret Grassley
Charlene Hamilton
Mary Hickey
Sylvia Hogan
Nancy Kurth
James Lyons
Ann Mackey
Eva Macklin
B. Dorris Martin
Joan Mouw
Ione Perry
Ann Pressley
Julia Richardson
Avis Scott
Mary Jean Sweet
Gladys Temple
Agnes Terry
A. Carol Tiler
Toni Van Cleve
Elizabeth Vogel
Mary Ward
A. Maurine Waughtal
Dorothy Weatherly
Ruth Wood
Dorothy Ziegler

The SECDC program, while a needed service in Iowa, added to the responsibilities of the several educational agencies involved. The manner in which they responded reflects a level of professional concern more frequently talked about than observed. The University of Iowa and the Iowa State Department of Public Instruction, in particular, committed resources to the project beyond anticipation.

The investigator is personally indebted to the many individuals who served on the SECDC staff for their commitment to the ideals of the project, the enthusiasm they shared with the consulting teachers, their creativity, and for their tolerance. Without their collective effort and the candidness with which they communicated, the objectives of the project would not have been attained.

Several persons deserve special mention. While some made their contributions as staff members, others influenced the success of the project through their leadership and administrative position. They include Phyllis Carter, Munroe Shintani, and Bernie Walden of the SECDC staff; Paul Johnson, State Superintendent; Drexel Lange, Associate State Superintendent; Richard E. Fischer, Director of Special Education for the Iowa State Department of Public Instruction; Howard Jones, Dean at the College of Education, and Clifford Howe, Chairman of the Division of Special Education for The University of Iowa; and Ira Larson, Assistant Superintendent for the Joint County System of Cedar, Johnson, Linn and Washington Counties. Donald L. Carr, Associate Professor at the University of Oregon, should also be acknowledged for his contributions as co-investigator during the first year of the project.

Lastly, appreciation is due to the special class teachers in Iowa. For their interest in strengthening their instructional programs and for their willingness to share in a new venture, the investigator remains indebted.

SUMMARY

The in-service training model for teachers of the mentally retarded developed through this study is now an on-going service of the Iowa State Department of Public Instruction. The conceptualization and research of the model was done by The University of Iowa under a three-year demonstration grant from the United States Office of Education. The model is based on the premise that special class teachers are sensitive to their instructional problems and given sufficient support, possess within their ranks the necessary leadership talent to conduct their own in-service training. The major objective of the model was to involve all teachers of the educable mentally retarded in an in-service training program on a voluntary basis. To attain this goal it was assumed that the model would need to allow for the participation of teachers in the decision making process relative to the nature of the input, as well as to the organizational procedures employed. The ultimate design of the model evolved from a process which was sensitive to the expressed concerns of teachers and which was aimed at making maximum use of their leadership talent. Throughout the grant period emphasis was given to refining the model with an aim toward continuing, as an on-going service, those aspects of the model which prove to be effective.

The state was divided into sixteen goegraphic areas. A teacher was selected from each area plus one from the four largest population centers to serve as a consulting teacher. In general, the consulting teachers represented individuals who were considered successful teachers by their administrators, respected by their colleagues, and who had demonstrated the ability to work well in group situations. They were trained by the project staff to serve as in-service educators. Following the training, which was provided quarterly, the consulting teachers returned to their home areas to conduct monthly in-service sessions. Curriculum documents based on expressed needs of Iowa special class teachers were developed by the project staff and served as the input for the field sessions conducted by the consulting teachers. The publications took the form of instructional units, courses of study, and guidelines on curriculum planning. For the most part, the materials were designed for immediate use by teachers. The field sessions became the dissemination vehicle for the curriculum publications. They also served as a means of increasing communication among special class teachers. The latter feature was particularly important considering the ruralness of Iowa.

Although participation was voluntary, the average attendance at the field sessions was approximately twenty-five. Thus, the consulting teachers became closely acquainted with the teachers who attended their sessions. Ninety per cent of the teachers of the EMR employed in Iowa participated in the monthly field sessions. The teacher-teacher dialogue, coupled with the availability of materials prepared specifically for them, provided the motivation for the high rate of attendance.

The consulting teacher concept capitalizes on the leadership talents of teachers and makes efficient use of agency resources. It also serves as a training model for supervisors and consultants. Many of the teachers who served as consulting teachers were later employed as supervisors. Their experience with the project gave them visibility as well as an opportunity to develop their leadership skills.

While the role of the consulting teacher was the key to the model, the involvement of educational agencies was extensive. The University of Iowa housed the development staff, the Iowa State Department of Public Instruction provided the coordination of field sessions and financial support, the Joint County System of Cedar, Johnson, Linn, and Washington Counties printed the materials, local districts made available facilities for the field sessions, and the United States Office of Education provided a significant source of funding. The major investment by participating agencies resulted from the efforts of the project staff to match expectations with agency resources. Agencies were asked to contribute only those services and resources which were within their capabilities. They were not asked to assume responsibilities for which they were not equipped. This enhanced their involvement and facilitated the collaborative efforts required to sustain the project.

In addition to producing curriculum materials and establishing a state-wide system of in-service training for teachers of the educable mentally retarded, the project also sponsored curriculum conferences, meetings for administrators, produced films, and in general, stimulated the development of resources to aid teachers in their instructional tasks.

Evaluation of the project was a continuous activity. Observation techniques, videotaping, field testing, and a variety of questionnaires were employed as a means of assessing the effectiveness of the model. All of the field sessions, which represented the millieu within which the in-service experience took place, were evaluated. A special effort was made to immediately utilize the feedback gained from the evaluation procedures in refining the model.

A comprehensive survey of participating teachers, principals, consulting teachers, and directors of special education was employed at the termination of the project to assess the effectiveness of the model as perceived by different groups of educators. The success of the project was reflected in its widespread acceptance by teachers and administrators. The increased investment of Iowa funds during the initial three years plus the establishment of the project as an integral service of the State Department is additional evidence of the program's value to teachers.

CHAPTER I

INTRODUCTION

Purpose of Volume II

The intent of this volume is to describe the evaluation procedures employed in assessing the effectiveness of a state-wide in-service training program for teachers of the educable mentally retarded in Iowa. The demonstration project was designed to capitalize on findings derived from the evaluation procedures as they occurred and to apply these data in refinement of the model. In essence, the evaluation process was structured to provide an on-going source of feedback on the many aspects of the model. The focus of these procedures was to improve on the model during the three year demonstration period by applying much of the evaluation results during the demonstration itself. The manner in which this was accomplished is discussed in Chapter III of this volume.

Had this project been basically a research project, the model would have remained unchanged during the grant period and the focus of evaluation would have been on the results that occurred during the period of intervention. Since the concept of in-service is generally supported, an emphasis on demonstration, rather than research, was warranted in terms of the model proposed for this project. This means that reporting the evaluation results took on at least two dimensions. The first dimension related to the evaluation process which was incorporated with refinement of the model during the demonstration period. Volume I incorporates these findings in describing the various functions of the model in its ultimate form. Reference to reasons for modifications, as well as discussions, on the source of such evaluative data are included in that volume. The second dimension dealt with the overall effectiveness of the model as it evolved from conception through the three years of operation. This report (Volume II) deals basically with evaluative findings which pertain to the overall effectiveness of the model. In other words, this report includes an assessment of the model from the perspective of the various groups involved, e.g., special class teachers, master teachers who served as consulting teachers, directors of special education, and building principals responsible for special classes.

Statement of Problem

The purpose of the project was to demonstrate the feasibility of utilizing master teachers as in-service educators in the operation of a state-wide in-service training program for teachers of the educable mentally retarded. The problem involved the designing of a model which allowed for maximum involvement of teachers and which, if successful, could be sustained through available resources. Inherent in this global problem were a number of researchable questions, namely:

1. What qualifications must a teacher possess in order to be successful as an in-service educator?

2. How effective would curriculum material, designed specifically for participating teachers, be as a source of input into the in-service training sessions?
3. What kinds of support and training are required to prepare a master teacher to serve as an in-service educator?
4. What types of roles can local, intermediate and state level educational agencies most effectively assume in a state-wide in-service training system?
5. How capable are teachers in assuming major responsibility for operating their own in-service training system?
6. Will teachers, over a period of time, continue on a voluntary basis to participate in regularly scheduled in-service training sessions?

Collectively, these questions combined to establish the prerequisites for the model. The project was initiated on the basic assumption that teachers within their own ranks possessed the necessary talent and motivation to fulfill leadership roles in a state-wide in-service training program. A closely related assumption was that the missing element in most in-service training ventures was significantly supported from relevant educational agencies. It was further assumed that the necessary support would be generated if a model could be designed to serve as a catalyst in facilitating the collaborative efforts of the various agencies.

The model which evolved through the project took the form of a structure in which local programs, an intermediate unit, the Iowa State Department of Public Instruction, and The University of Iowa assumed definite supportive roles. Selected teachers served as the change agents in the form of consulting teachers and a coordination vehicle provided the communication system which solidified the cooperative effort. Special class teachers were selected to serve as in-service educators. These teachers were trained by the project staff to conduct in-service training sessions. The project staff prepared curriculum publications which were used as the input into the sessions. The in-service training sessions were coordinated by a staff member of the Iowa State Department of Public Instruction. Participation was open to all teachers of the mentally retarded in Iowa on a voluntary basis.

An Overview of the SECDC Model

The Special Education Curriculum Development Center in-service training model was designed to make maximum use of state and local special education resources. Teachers were trained and guided as in-service educators, and educational agencies were involved as major sources of support. This model was developed in the fall of 1966, in response to a general awareness of the need to assist special class teachers in coping with their instructional problems. The University of Iowa and the Iowa State Department of Public Instruction provided leadership in the design and implementation of the SECDC model, while local and intermediate level educational agencies later assumed significant roles in the operation of the program.

The need for the type of services provided by SECDC was made evident by the expressed concern of special class teachers, administrators, and representatives of agencies attempting to meet the service needs of teachers working with mentally retarded children in the Iowa public schools. The number of classes for the educable mentally retarded was increasing at a rate much beyond the supply of trained teachers. Of the 509 teachers of the educable mentally retarded employed in Iowa during the 1965-66 school year, only 204 were fully certified. In addition, a large number of these teachers were being hampered by having to teach in less than desirable physical facilities, were somewhat isolated in that they were one or two or three special class in their respective systems, and did not have available to them needed consultative assistance. Teachers often met administrative apathy when they sought help. Such a response from administrators was not due so much to a lack of interest as to a lack of direction and resources upon which to draw.

Attempts to alleviate these problems had been sporadic at best. In-service training, for the most part, was short-term and was offered only on an infrequent basis. The subject matter was often geared to regular class teachers rather than to teachers of the mentally retarded. Many administrators would unilaterally appraise the strengths and weaknesses of their program, and then act to establish independent program goals. Still other administrators subordinated teachers' needs, and arranged in-service training services according to easily accessible resources. Special studies institutes sponsored by the Iowa State Department of Public Instruction under Public Law 85-926 were being used to cope with specific needs but lacked continuity and were limited in the number of teachers they could benefit. Extension courses were also being offered by three colleges and universities. There was no systematic approach, however, to the provision of in-service training for teachers of the mentally retarded.

The void in supportive services for teachers and the rapid growth in special classes, coupled with an increasing concern for the quality of instruction being provided mentally retarded children, demonstrated the urgent need for a major thrust in programs of in-service training. It was also apparent that growth in teacher training programs would not substantially alter the situation in the immediate future. For the most part, teachers presently in the field and in need of service and materials would continue to represent the majority of available teachers in the foreseeable future.

If a change in the direction of assisting teachers were to come, a change that would ultimately influence the quality of instruction offered to retarded children in special classes throughout Iowa, a major commitment would be required by several agencies, and a number of conditions would have to be met.

These conditions were based on the premise that goals should be long-range; once operational, the program would become a source of support on which teachers could depend. This precluded short-term approaches such as publishing a curriculum guide, or sponsoring annual regional workshops. It created a set of demands which called for decisions, commitments, and a significant investment at all levels by educational agencies in Iowa. Seven prerequisites were established as conditions to be met.

Conditions To Be Met:

Systematic. The structure must be organized in a manner which allows for broad agency participation and which facilitates coordination. It should be designed so that teachers understand the process in which they are involved. The input must be well defined and planned, so that teachers can anticipate the nature of the service they will receive. Continuity, of course, would be essential.

State-wide Coverage. In order to have a significant impact on the overall quality of programs for the mentally retarded, the model would have to be state-wide in design. If only the large population centers were served, many teachers would not be involved. Both rural and city teachers must be served.

Involvement. The model must be capable of demanding and obtaining maximum involvement. A state-wide mandate for compulsory participation was immediately ruled out, and voluntary attendance was encouraged. Obviously, this meant a high risk: teachers who are not sensitive to their own teaching needs might not attend. This factor became a frame of reference in the planning process. The planners were continually cognizant of the need to design a model which, in itself, would attract the participation of teachers.

Relevancy. The input, as well as the structure of the in-service training program, would have to "make sense" to the teachers. The experiences would have to be meaningful, have immediate application, and offer an optimistic outlook.

Teacher base. A major condition centered around the teacher; her role in decision-making, as well as in the actual operation of the program, must be primary. This was placed high on the priorities of conditions to be met for two reasons: first, their involvement would enhance their motivation to participate; and second, without their participation in the operation, it was questionable if resources would be sufficient to make the program feasible.

Flexibility. The structure, including the input, could not be rigid. It would have to be designed so that the subject matter could be altered if the teachers felt that changes were warranted. Also, the organizational aspects of the model would need to be sensitive to the needs for change.

Status. Somehow the approach must attain status in the eyes of teachers as well as administrators. In other words, rather than becoming an adjunct to the regular in-service training program, it should be designed in a manner which would give it visibility, and which would be significant enough to achieve the respect of those involved.

Another factor, which was more an operational principle than a condition to be met, was that the system must be designed so that eventually it would become a sustained service cooperatively supported by state, local, and regional resources. This principle was couched within the realization that outside funds would be required initially for demonstration purposes if the program was to be established at that time. Had Title VI funds of ESA been in existence in 1966, such funds could have been appropriately used to launch the program.

If the agreed conditions were to be met, certain alternatives would be immediately eliminated. For example, it would be unrealistic to depend on resources which were only minimally available, already over-committed, or which could not be counted upon to materialize in the future. Consequently, the use of the Iowa State Department of Public Instruction, The University of Iowa, and/or local supervisory staffs to conduct in-service training was ruled out. Rather, it was decided to explore alternatives which capitalized on the large resources of teachers presently employed as teachers of the mentally retarded in Iowa.

Brief Description of SECDC Model:

The system finally agreed upon met the conditions: a state-wide in-service training program which utilizes master teachers as in-service educators. The model had three major elements: first, interagency involvement; second, the use of teachers as in-service educators; and third, the production of curriculum materials designed specifically for use with the mentally retarded. The initial emphasis was on serving teachers of the educable mentally retardate. The latter decision was made with the idea that much of the materials and discussion topics would also be applicable to those who work with the trainable mentally retardate. A long-range objective was to eventually structure a program specifically for teachers of the trainable mentally retardates.

Interagency Participation:

No preconceived ideas regarding the role of agencies prevailed during the planning stages, except the principle that agencies would not be asked to perform tasks for which they were not equipped. Rather, there would have to be an attempt to match functions with resources. Participation, for SECDC's purposes, was defined as direct involvement. This meant contributing available resources and accepting responsibility for prescribed functions. The three major agencies initially involved included the Iowa State Department of Public Instruction, The University of Iowa, and local special education administration units. In some cases the latter agency was a county or multi-county program; in other situations, it was in an independent school district.

While a central administrative structure was viewed as being essential to operating the service, the interagency nature of the program required a system which did not restrict the established roles of participating agencies. In order for this to be accomplished it was considered essential that the overall program be viewed as a cooperative venture, and that the staff members be knowledgeable of the roles traditionally performed by the participating agencies. Although the focal point for administering SECDC was through The University of Iowa, the operational tasks were divided by function among the relevant agencies. The director, by definition, administers the production aspects of the program and coordinates the activities among participating agencies.

The University of Iowa, College of Education. The University of Iowa ultimately became the applicant agency for a demonstration grant under Title III of PL88-164 through the U. S. Office of Education. Since the first year's operation was primarily supported by funds from the grant, The University was the center for most administrative functions affecting the total program. The decision-making, however, allowed for broad involvement. The staff of the Special Education Curriculum Development Center, with the exception of the consulting teachers and the field coordinator, was housed in the College of Education.

The crucial function to be performed at the University was the production of curriculum materials. The materials were to be developed in accordance with the expressed needs of teachers in the field. It was felt that the University, because of its research, experimental and library resources, plus its ability to recruit curriculum development personnel, was in the best position to carry out this function. As a result, all production activities including writing, research, and printing took place at the University during the first year. A total of twenty-five curriculum documents and five films were produced at the University as input for the field sessions.

It later became apparent that the printing function was not compatible with the skills of curriculum development. Persons with printing skills needed to be added to the staff; otherwise the development system would be greatly hampered. At this point a contractual agreement was reached with the Joint County System of Cedar, Johnson, Linn and Washington Counties in Cedar Rapids, Iowa. They were able to do the printing, and were only 25 miles away. This improved the physical product, and also allowed the staff to concentrate its efforts on development.

Iowa State Department of Public Instruction: In contrast to the functions of a University, service is a primary function of a State Department of Public Instruction. However, direct services to individual children or even to teachers is not feasible. The service function, by necessity, takes the form of stimulating the development of services. Improvement of instruction through the development of state-wide in-service training sessions was perceived as a logical activity for the State Department to become involved in. This involved scheduling, conferring with local administrators, and establishing a communication system among the consulting teachers. A full-time field coordinator was employed by the State Department. While his major responsibility was to coordinate the SECDC field sessions, he also represented the State Department and provided consultative services locally while fulfilling his coordination duties. In addition, the involvement of the Iowa State Department of Public Instruction later developed into a major source of financial support.

Local Educational Agencies. Local special education units played a significant but less visible role in the initial operation of SECDC. Their primary role was one of allowing selected teachers to serve as consulting teachers. This meant that during the course of the school year those teachers selected to serve as consulting teachers would be absent from class as much as eight full days. It was also necessary for them to be allowed free time for preparation of their field sessions. The same districts had to take the leadership in obtaining substitute teachers during the absence of the consulting teachers. They also had to make facilities available to the teacher and had to tolerate certain inconveniences.

While only 20 teachers were involved as consulting teachers, they did come from different districts; consequently, there were at least twenty local agencies per year which had to fulfill this particular role. The other local agencies sponsoring special classes assumed the role of encouraging their teachers to attend. In some cases this meant allowing them to leave school early in order to reach the meetings at the scheduled time. A number of school districts also granted credit toward salary increments for participation in the in-service training sessions.

The Joint County System of Cedar, Johnson, Linn, and Washington Counties. This particular intermediate unit, beginning in the second year of the project, provided the printing services and also assumed responsibility for the mailing of all SECDC materials to the consulting teachers and to selected individuals. They also published the *Newsletter*, selected materials, and provided technical and equipment resources in videotaping.

One experienced special education teacher was selected from each of the sixteen multi-county districts in the State of Iowa. An additional experienced special education teacher was selected from each of the four largest population centers in the state. Thus, a total of twenty teachers made up the team of consulting teachers. The consulting teachers' responsibility began with participation in training sessions at The University of Iowa. These sessions would be disseminated through their field sessions. The consulting teachers then returned to their home areas and conducted field sessions. The field in-service training sessions were held monthly during the first year of the project.

During the second year of the project, six sessions were held; the months of September, December, and May were eliminated from the academic yearly schedule. The consulting teachers assumed full responsibility for scheduling their sessions, mailing invitations to special class teachers in their area, and negotiating administrative support. The SECDC staff helped by printing the invitations in advance, maintaining an up-to-date mailing list, and providing the consulting teachers with all materials required for their presentations. The coordinator also attended the sessions and maintained close liaison with them to facilitate their preparation and conducting of the field sessions.

During the planning stages of the project an extensive survey was made of all teachers of the mentally retarded in Iowa in order to ascertain some priorities regarding topics which presented problems to them in their instructional programs. These priorities became the guidelines for the production of materials by the SECDC staff at The University of Iowa. An extensive curriculum guide was prepared for each field session. For the most part, the materials were designed for immediate application. In general, they were not all inclusive; they provided selected references to related literature. They were primarily intended to support the teacher in the particular subject matter area, and to prepare her to extend the document through her own efforts.

A major concern of the production staff was to avoid restricting the teacher in her use of the materials. In general, the topics considered were topics on which very little material was currently available. The materials were intended, in addition to being a resource for the teachers, to serve as a focal point for discussion during the field sessions. The curriculum guides were disseminated only through the field sessions. However, if a teacher could not attend a field session, she was allowed to have a colleague pick up the material or arrange for it to be mailed to her.

An Advisory Board was organized early in the operation of the project following funding by the U. S. Office of Education. While the Board advised on major policy decisions, its primary function was to plan for the continuation of the project as a state supported service following the termination of the grant three years hence. The

Board was comprised of representatives from the Iowa State Department of Public Instruction, The University of Iowa, the Joint County System of Cedar, Johnson, Linn and Washington Counties, and a director of special education from a county unit.

The decision to divide the task according to functions compatible with the resources of respective agencies proved to be the key to avoiding administrative problems. Each agency was capable of carrying out its role, which collectively enhanced the overall success of the project. Minor problems were easily resolved among key personnel or through the Advisory Board. The SECDC staff, including the consulting teachers, were able to effectively present the cooperative image to the participating teachers. Considerable attention was given to the role of the State Department and the role it would play in continuing the project as an on-going service following the termination of the grant. The feedback from administrators, as well as teachers, suggested that this identification was successfully accomplished. From its initiation the project was approached with an attitude of optimism on the part of all concerned. While success was dependent on the effectiveness of several agencies and individuals, the teacher's need for help was obvious and the staff's commitment to improve instruction was beyond question. But an unknown quantity lay in the consulting teacher concept to the whole model. The administrators in the project, however, were convinced that teachers could be selected who had the talent and skill to carry the responsibility, especially if SECDC could generate enough enthusiasm for their assigned tasks.

Enthusiasm and status thus became the by-words. The SECDC staff invested heavily in giving status to the consulting teachers as individuals, and particularly as key participants in the project. Enthusiasm was seen as a contagious element, meaning that it first must prevail among the central staff members, rather than be staged. It was acknowledged that blind enthusiasm is hazardous, but a deep conviction about the task at hand tends to generate enthusiasm. As it turned out, the growing momentum of work and commitment continually added the needed enthusiasm. The monumental production and coordination tasks involved in implementing such a project were bound to require a work load beyond the call of duty. This was of particular concern since only the coordinator was full-time. It was also apparent that if teachers were to assume a new role while maintaining their teaching duties, their motivation would have to be equally high. The stipend paid consulting teachers for their efforts was, unfortunately, only a token award. But the intrinsic drive the teachers developed as a result of the intangible awards they received became the true reinforcement. Subtle as these rewards were, they were planned and counted upon. Enthusiasm had been planned, but never simulated.

Once the project was funded, the goal became one of implementing the service as quickly as possible. This meant that the teachers in the field would have to be surveyed relative to the topics which were of most concern to them; that special class teachers would have to be selected to serve as consulting teachers; that procedures would have to be structured which would facilitate the local arrangements for the field sessions; that the production of materials would have to move rapidly; and that the training sessions for consulting teachers would also have to be designed and carried out quickly. Meeting these deadlines meant an immediate appointment of staff members. Fortunately, the individuals who were tapped to serve as director and coordinator were already employed by The University of Iowa and the Iowa State Department of Public Instruction and were prepared to move on to the subject. The first training session for consulting teachers was held in February, 1967, and the field sessions began in March.

The three years of operation were characterized by experimentation, change, evaluation, and an expansion of services. Through the demonstration period the emphasis remained on providing practical service with an aim toward the formulation of a refined model which could be sustained at the termination of the project and still employ all of the resources available within the State of Iowa. The model itself, from its inception, was simple in design and logical from the point of view of available talents and resources. The task in working toward continuation was primarily one of establishing procedures and tapping appropriate financial resources.

An interesting outgrowth of the project which began to materialize during the second year, was the candidness with which people communicated. This applied to the participating teachers and their consulting teacher, as well as to the consulting teachers and the SECDC staff. People were very open with their suggestions, both positive and negative. The negative feelings, for the most part, were couched in a context of constructive criticism. For example, there was a tendency on the part of some consulting teachers to read from the curriculum guides or to be too rigid in their presentations. This information was important to the SECDC staff and was always considered in future activities.

The success of the project was reflected in the high rate of voluntary attendance at the monthly field sessions and the continuing maturation of the consulting teachers. For example, the monthly attendance during the first sessions held in 1967 was approximately 600 teachers, or 90 per cent of all teachers of the mentally retarded -- including the trainable -- in Iowa. Throughout the course of the project the attendance remained at this level. Whenever questionnaires were submitted to teachers, the return, with no follow-up, was always high. Consulting teachers openly expressed the view that the experience had made them better teachers. Many since have assumed positions as consultants or supervisors. They felt that they truly were fulfilling a professional role, and that they were being listened to as well as being asked for advice. Teachers in the field, in addition to maintaining their attendance, continually sought advice and assistance from the consulting teachers on related issues. They contributed suggestions on the materials and often volunteered to experiment with units prepared by the curriculum staff. Administrators not only openly supported the project and encouraged participation on the part of the teachers, but the State Association of Directors of Special Education, as a group, supported the project and took an active role. Building principals became involved. Many attended the field sessions; others requested personal contact with SECDC staff members.

Once operational, the process of producing materials, conducting training sessions and disseminating material and ideas through field sessions became a fairly smooth routine. At no point, however, was it considered rote. Every session was evaluated and every session was planned. As experience was gained in the operational aspects of the project, the staff became more proficient and additional services were undertaken. For example, during the second year of the project a series of twelve workshops were held for administrators of special education. These were independent of the field sessions for special class teachers. Materials were prepared and a model for field testing was established. A cooperative agreement was reached with the curriculum project at Yeshiva University and a system for field testing their materials was implemented.

Videotaping became an important technique for instruction and evaluation during the third year. A contract was reached with the Joint County System for the use of a mobile unit to videotape selected field sessions. Each month at least two field sessions were videotaped. These videotapes were then used as a means of allowing consulting teachers to view themselves and their colleagues presenting their field sessions. This allowed for interaction among the consulting teachers; it also allowed for the total SECDC central staff to view a field session even though none were in attendance. The training sessions were also videotaped to help the SECDC staff members evaluate their own presentations to consulting teachers. It soon became apparent that there were some topics of interest to special class teachers which required frequent exposure. To handle this type of topic, instructional in-service training films were developed. Once on 16mm. film they could then be used on a frequent basis when and where they were needed.

The evolution of the project was from an awareness of a need, to an exploration of possible solutions and then to the formulation of a planned approach which allowed teachers to cope with their own problems. While the model was by no means an answer to all instructional problems, it did appear to be an effective vehicle for dissemination of information as well as for interaction among teachers. It was also a workable model from the point of view that it matches functions with resources in terms of agencies. It was simple in design, but functioned logically and realistically.

In retrospect, there were three main components to the program which emerged as somewhat independent functions. The in-service training characterized by systematic scheduling, planned input, and interaction among teachers with leadership coming from within the rank -- was probably the most visible element. The cumulative effort of the state-wide focus can be anticipated to have considerable influence on special class instruction in the future. The process employed in the development of curriculum materials based on teacher need and dependent on evaluative feedback from the user must be recognized as a significant contribution to the success of the project.

The quality of the materials was not intended to represent a high level of sophistication. Rather, the materials were designed at a level representative of teacher needs. They were purposely developed as unfinished products with an aim toward assisting teachers in developing their materials. The "starter unit" concept employed in the instructional units disseminated was an attempt to teach teachers certain skills in writing units, and to offer them starter units from which they could develop more extensive units.

Lastly, the interagency cooperation must be viewed as nothing less than remarkable. The willingness of all participating agencies to extend themselves was more than a gesture of good will. The increased investment of the Iowa State Department of Public Instruction during each year of the project is evidence of this commitment. Competition for recognition was never a problem since SECDC was consistently represented as a cooperative venture. Admittedly, cooperation was dependent on personalities. However, when the investment of funds and the commitment of resources was at the level it was in this project, the maintenance of cooperation required more than a close relationship among a few key individuals. Certainly in this case the determining factor was more than personality. It was a generalized commitment on the part of the agencies.

The SECDC model is being continued under the sponsorship of the Iowa State Department of Public Instruction and supported by state funds. The interagency image remains basically the same with The University of Iowa and the Joint County System of Cedar, Johnson, Linn and Washington Counties continuing in their production and development role on a contractual basis with the State Department. For practical purposes the service will not change, although the administrative structure will shift to the State Department. Because of the service function of the State Department and its concern for state-wide programming, the shift to the State Department for continuation was a logical decision. On the other hand, the University's key role during the demonstration phase was equally logical.

CHAPTER II

DEMOGRAPHIC FEATURES

This chapter describes conditions which prevailed in Iowa during the 1966-67 school year regarding special education for the mentally retarded. Data are presented regarding the teacher population, school organization, special legislation, and teacher training facilities. This information is directly related to the reasoning which led to the conceptualization of the SECDC model for in-service training.

Population

Participating Teachers:

The primary target population of the project was the teachers of the educable mentally retarded employed in the Iowa public school special classes. While teachers of the trainable, as well as some school psychologists, speech therapists, and administrators frequently participated, the focus of the service remained aimed at teachers of the educable mentally retarded. The secondary target population was the consulting teachers who were the change agents in the program.

Table 1 compares baseline descriptive data for the 1966-67 school year with the 1968-69 school year, or the final year of the grant award. Information on related personnel is also included to provide a better picture of the resources available to the teacher in the field.

TABLE 1

Special Class Teachers of Educable Mentally Retarded

in Iowa for the 1966-67 and 1968-69 School Years

Year	Teachers of educable mentally retarded				
	n*	Less B.A.	B.A.	M.A.	Certified EMR
1966-67	502	121**	394**	67**	234**
1968-69	672	105	486	81	319

*Approved special classes for EMR
**Also includes Title I classes

In addition to the 502 classes for the educable mentally retarded supported in part by the aid program of the Iowa State Department of Public Instruction, an additional eighty-eight classes in 1966-67 and ninety classes in 1968-69 were supported by Title I funds from PL89-10. Twenty-one teachers from the two-state institutions for the mentally retarded were also among the primary target population.

Attendance was voluntary. Consequently, the decision to participate was made by the teacher. Although attendance records were kept, this information was shared with administrators only at the request of participating teachers. The average monthly attendance in field sessions over the three years was 527. When the months which were hampered by inclement weather are deleted, the attendance increased at a greater rate than the increase in the growth of classes. This indicates that some teachers who chose not to participate during the first year of the project decided to participate during the second and third years. See Table 73 for a description of the attendance pattern for the duration of the project.

Following funding of the project, but prior to implementing the field sessions, all teachers of the educable mentally retarded were asked to complete an extensive questionnaire designed to identify perceived instructional needs. Four hundred eighty-one, or 86 per cent of the teachers of the educable mentally retarded employed in Iowa at that time responded. Detailed descriptive data on these teachers are presented as they were typical of the teachers who participated throughout the three years of the project.

It should be noted that of the 481 teachers in the perceived instructional needs study sample[1] only 209, or 43.51 per cent were fully certified to teach the mentally retarded. Certification in Iowa requires a Bachelor of Art degree plus completion of a teacher training program in mental retardation at an NCATE approved institution of higher education. Teachers employed in special classes prior to 1959 are exempt from the special certificate in force to be eligible to teach in special classes. New teachers holding a Bachelor's degree can receive temporary approval to teach in a special class but must progress toward certification at the rate of six semester hours per year. In view of the large number of teachers not certified to teach the mentally retarded plus the teachers, although certified, who have been in the field for several years, the need for in-service training was evident. As pointed out in Table 2, only 19.96 per cent of the teachers did not hold a Bachelor's degree in 1966-67.

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[1] Edward L. Meyen and Donald L. Carr, An Investigation of Teacher Perceived Instructional Problems: Indicators of In-Service Training Needs for Teachers of the Educable Mentally Retarded, U.S. Department of Health, Education and Welfare, Project No. 6-2883, March 1968.

TABLE 2

Teacher Sample Characteristics

Preparation and Certification of Educable Mentally Retarded Teachers in the Total Group Sample

Item	N	Percentage
Less than BA	96	19.96
BA	84	17.46
BA+	234	48.65
MA	22	4.57
MA+	37	7.69
Blank	8	
Certified to teach EMR	209	43.51

TABLE 3

Level of Preparation and Certification of Teachers of Educable Mentally Retarded in 1966-67 by Level of Class

Item	Level of Preparation and Certification							
	Primary		Junior High		Intermediate		Senior High	
	n	%	n	%	n	%	n	%
Less than B.A.	42	23.46	10	11.49	43	25.00	1	2.33
B.A.	39	21.79	10	11.49	29	16.86	6	13.95
B.A.+	76	42.46	53	60.92	81	47.09	24	55.81
M.A.	10	5.59	4	4.59	5	2.91	3	6.98
M.A.+	9	5.03	10	11.49	9	5.23	9	20.93
Blank	13		-0-		5		-0-	
Certified to teach EMR	50	27.90	40	45.98	69	40.12	20	46.51

Primary n = 179
Junior high n = 87
Intermediate n = 172
Senior high n = 43

As indicated in Table 4, the total sample had 9.77 years of experience in regular classes and 5.50 years of experience in teaching the educable mentally retarded. The mean years of regular experience was influenced by a few teachers with considerable experience. The group had a fairly stable employment record as reflected in Table 5. The total group had been in their current position for an average of 4.72 years and had held only an average of 1.38 positions in special classes.

Iowa's approval regulations for special classes serving the educable mentally retarded define levels of special classes as follows:

Primary - children within the chronological age range of 5-8.

Intermediate - children within the chronological age range of 8-12.

Junior High - children within the chronological age range of 10-16.

Senior High - children within the chronological age range of 15-19.

It should be noted that the State of Iowa allows a maximum age range of six years within a special class. For this reason the levels are not discrete levels as there will be overlap in some classes. See Table 6.

TABLE 4

Median and Mean Number of Years Teaching Experience in Regular and Special Classes of Teachers of Educable Mentally Retarded in Iowa as of 1966-67

Level	Regular class experience		Special class experience	
	Median	Mean	Median	Mean
Primary	8.83	11.27 n=158	4.13	5.97 n=159
Intermediate	8.50	10.42 n=151	4.59	5.92 n=159
Junior High	6.00	9.45 n=73	4.25	6.11 n=41
Senior High	5.50	7.94 n=33	4.50	4.23 n=41
Total	7.85	9.77 n=108	4.23	5.50 n=100

TABLE 5

Median and Mean Number of Years in Current Position and Number of Different Special Class Teaching Positions Held by Teachers of Educable Mentally Retarded in Iowa as of 1966-67

Group	Years in Current position		Number of special class positions held	
	Median	Mean	Median	Mean
Primary	3.72	5.11 n=151	1.42	1.25 n=148
Intermediate	3.80	5.17 n=154	1.33	1.26 n=136
Junior High	2.88	5.10 n=78	1.62	1.50 n=73
Senior High	1.57	3.48 n=40	1.53	1.50 n=36
Total	3.34	4.72 n=106	1.30	1.38 n=98

TABLE 6

Pupil Sample Characteristics Mean Enrollment and Mean Age of Youngest and Oldest Child of Educable Mentally Retarded Per Class 1966-67

	Mean enrollment per class		Mean age youngest child	Mean age oldest child	Mean age range
Primary	boys girls	7.56 5.01	8 years, 1 month	11 years, 7 months	3 years, 6 months
Intermediate	boys girls	8.21 5.74	10 years, 11 months	14 years, 10 months	3 years, 11 months
Junior High	boys girls	10.56 7.76	13 years, 2 months	16 years, 8 months	3 years, 7 months
Senior High	boys girls	11.95 8.23	15 years, 5 months	19 years, 2 months	3 years, 9 months

Consulting Teachers:

Three basic criteria were agreed upon as essential characteristics of special class teachers considered as candidates for the role of consulting teacher. These were:

1. The candidate should be considered generally a good teacher, but not necessarily the best teacher in the area.
2. The candidate should possess a Bachelor's degree and be certified to teach the mentally retarded.
3. Above all, the candidate should be respected as a teacher and as a person by the individuals with whom she works.

Although only twenty consulting teachers were involved in the project at one time, during the three years thirty-four teachers served in this capacity. Of these only one did not have a Bachelor's degree. However, she received it during her tenure as a consulting teacher. Twenty held Master's degrees and twenty-one held Bachelor's degrees. Of the Bachelor degree teachers, eighteen had earned credits applicable to the Master's degree.

TABLE 7

Age Level or Class Taught by Consulting Teacher

Age Level	Number of consulting teachers
Primary	8
Intermediate	15
Junior High	7
Senior High	4

Only one male teacher served as a consulting teacher. The average age of the thirty-four consulting teachers was 44.

The twenty teachers selected as consulting teachers for the initial year of the project also served the second year. Beginning the third year fourteen new consulting teachers were chosen. At the end of the third year eleven teachers were selected to be the experienced core for beginning the continuation period following termination of the grant.

The reason for staggering the terms of consulting teachers was to always have experienced teachers in the group. This facilitated orientation of new consulting teachers. It also had the advantage of creating a resource of people in the field who had had the experience of serving as consulting teacher. Six of the consulting teachers served the full three years.

Area Educational Districts:

Iowa, like many midwestern states, has been in the process of school reorganization for the past decade. Traditionally every community, regardless of size, was an independent school district. There was also a county superintendent for each of the ninety-nine counties. In 1950 there were 4,652 high school and 3,813 non-high school districts and ninety-nine county superintendents. By 1960 the process of reorganization had reduced the number of high school districts to 1,575 and non-high school districts to 501. The number of county superintendents had been reduced to ninety-six. During the 1966-67 school year when the project was initiated there were only 501 high school districts, and 46 non-high school districts. The county superintendents numbered sixty-nine.

The consolidation of small districts into larger units was primarily due to the concern that each district be capable of offering comprehensive educational programs. The merger of county school systems into multi-county units under a single administrator was part of the movement to establish a system of sixteen intermediate school units in Iowa. Currently a sixteen area structure exists for the purpose of community colleges and technical training.

Within this same structure, county systems are reorganizing themselves in a similar pattern. Enabling legislation has been passed which allows counties to merge, elect a representative board, employ a single administrator, and levy taxes for support for services. Special education services represent a major component of the services to be offered through this regional approach. The University of Iowa is located within one of the sixteen area units. This particular area provides a large compliment of services. The special education program is comprehensive and well staffed.

The geographic boundaries of the sixteen educational districts were used as a basis for the securing of the consulting teachers. One consulting teacher was assigned to each area. An additional consulting teacher was assigned to the four largest population areas. Three consulting teachers also conducted two field sessions per month. Consequently a total of twenty consulting teachers were utilized. Table 8 contrasts enrollment data and Figure 1 illustrates the sixteen area approach.

Mandatory Legislation:

The Iowa General Assembly in 1969 passed mandatory legislation for the education of exceptional children. It is anticipated that the already rapid growth in the development of special education services for the mentally retarded will be greatly increased as a result of this legislation. Since the law makes no provision for additional support of teacher training programs it can be assumed that the preparation of teachers entering the field without full certification to teach the mentally retarded will increase. This, of course, makes the need for systematic in-service training a major consideration.

Resource Personnel:

Historically the emphasis in Iowa on the development of special education services for exceptional children has been to provide such services throughout the state and not just in large population centers. Use of the intermediate school districts has facilitated the provisions of special education services in districts which otherwise would be too small. The growth in resource personnel and classes has been consistent in recent years. Table 9 illustrates the rate of growth during the grant period.

TABLE 8

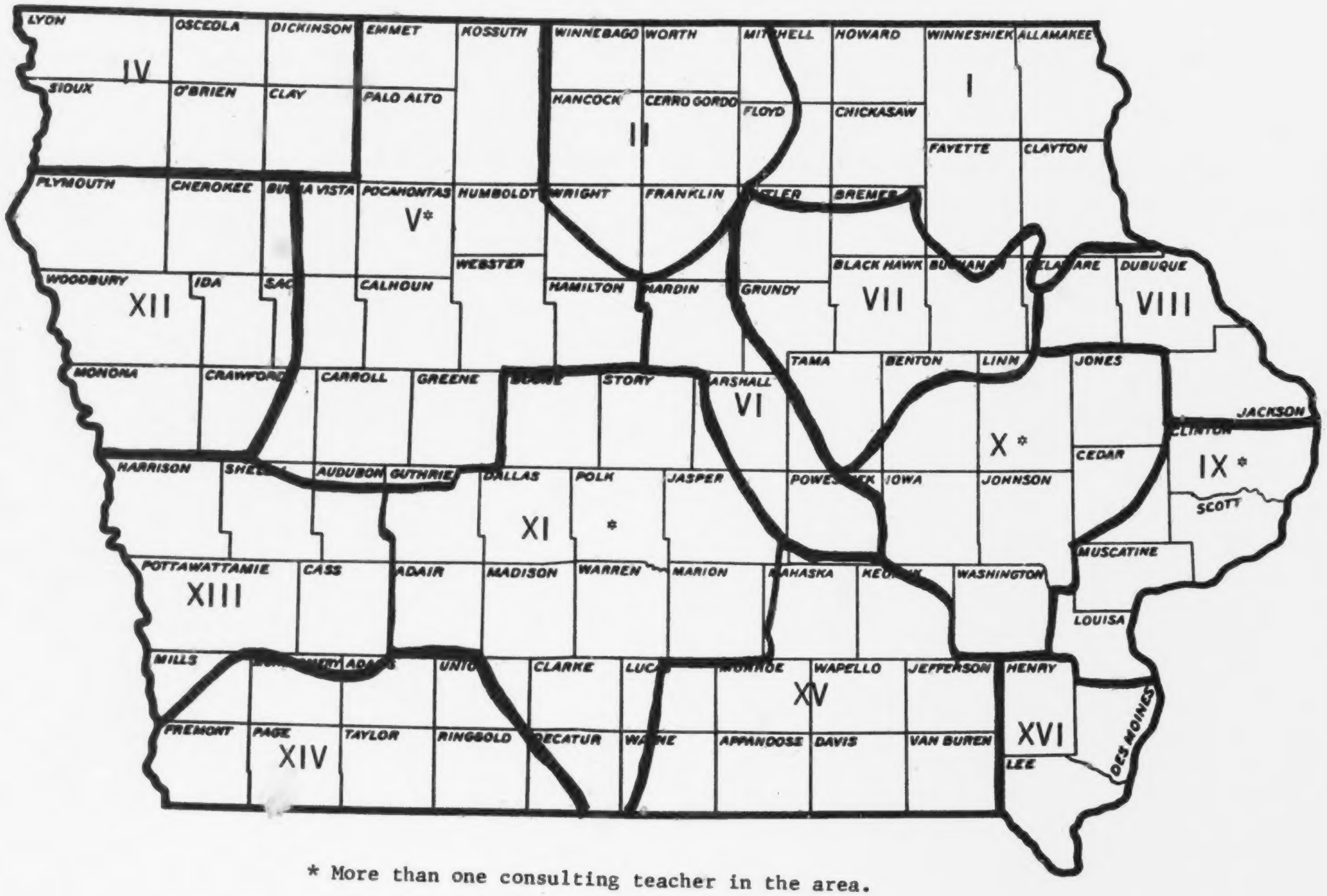
Public School Enrollments in Iowa by Area Educational Districts for 1966-67

Area	Enrollment			
	K-8	9-12	Special Education	Total
I	13,072	6,191	238	19,501
II	22,917	10,301	302	33,520
III	13,540	6,203	234	19,977
IV	9,994	4,666	97	14,757
V	31,232	13,579	666	45,477
VI	16,536	7,340	364	24,240
VII	34,156	13,861	708	48,725
VIII	12,897	5,778	374	19,049
IX	43,197	15,805	606	59,608
X	49,969	18,501	1,076	69,546
XI	82,408	31,720	1,791	115,919
XII	30,221	12,488	559	43,268
XIII	32,811	13,130	396	46,337
XIV	11,820	5,621	119	17,560
XV	24,489	10,882	562	35,933
XVI	17,217	7,097	335	24,649
Totals	446,476	183,163	8,427	638,066

FIGURE 1

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER

CONSULTING TEACHER STATIONS


LYON
OSCEOLA
DICKINSON
EMMET
KOSSUTH
WINNEBAGO
WORTH
MIT HELL
HOWARD
WINNESHIEK
ALLAMAKEE
SIOUX
O'BRIEN
CLAY
PALO ALTO
HANCOCK
CERRO GORDO
FLOYD
CHICKASAW
FAYETTE
CLAYTON
PLYMOUTH
CHEROKEE
BU A VISTA
POCAHONTAS
HUMBOLDT
WRIGHT
FRANKLIN
TLER
BREMER
WEBSTER
BLACK HAWK
BU HAN
DELA ARE
DUBUQUE
WOODBURY
IDA
SAC
CALHOUN
HAMILTON
HARDIN
GRUNDY
TAMA
BENTON
LINN
JONES
MONONA
CRAWFORD
CARROLL
GREENE
BOONE
STORY
ARSHALL
JACKSON
CLINTON
HARRISON
SHEL
AUDUBON
GUTHRIE
DALLAS
POLK
JASPER
POWE HIEK
IOWA
JOHNSON
CEDAR
SCOTT
MUSCATINE
POTTAWATTAMIE
CASS
ADAIR
MADISON
WARREN
MARION
AHASKA
KEO
WASHINGTON
LOUISA
MILLS
ADA
UNIO
CLARKE
LUC
ONROE
WAPELLO
JEFFERSON
HENRY
FREMONT
PAGE
TAYLOR
RINGGOLD
DECATUR
WA NE
APPANOOSE
DAVIS
VAN BUREN
LEE
DES MOINES
I
II
IV
V*
VI
VII
VIII
IX *
X *
XI
*
XII
XIII
XIV
XV
XVI

* More than one consulting teacher in the area.

TABLE 9

Comparison of Education Programs in Iowa

1966-67 1968-69

Position	State Reimbursed	
	1966-67	1968-69
Directors	30	34
Consultants	1	5
Psychologists	113	148
Social Workers	4	24
Consultants, MR	14	18
Consultants, Phys. Hand.	2	2
Consultants, Spec. Learn. Dis.	-	1
Speech Clinicians	181½	240
Hearing Clinicians	12	14
Physical Therapists	8	9
Occupational Therapists	3	1
Teachers - EMR	502	647
Teachers - TMR	103	124
Teachers - ED	15	20
Teachers - Phys. Hand.	15	16
Teachers - Vision	6	8
Teachers - Hear. Hand.	8	11
Teachers - Homebound	13	19
Teachers - Neurologically Imp.	-	8
Teachers - Spec. Learn. Dis.	-	6

A significant factor in the growth of special education services in Iowa has been due to the staff and philosophy of the Iowa State Department of Public Instruction. The Division of Special Education is service oriented. While they also assume a regulatory function they perform a major leadership role in stimulating the development of services.

The 1968-69 staff includes the personnel listed in Figure 2.

FIGURE 2

Special Education Personnel of
the Iowa State Department of Public Instruction
1968-1969

Position
Director of Special Education
Consultant, Mental Retardation Services (2)
Consultant, School Health Services
Consultant, Clinical Speech Services
Media Consultant
Consultant, School Psychological Services and Specific Learning Disabilities
Consultant, Vocational Education for the Handicapped
Consultant, Child Development Services
Coordinator, Title VI-A, ESEA
Consultant, Title VI-A, ESEA
Consultant, Physical and Visual Handicaps
Consultant, School Social Work Services
Assistant Director of Special Education
Coordinator, Regional Educational Resource Center
Consultant, Emotionally Disturbed
Educational Consultant for State Services for Crippled Children

An added resource to teachers in the field is represented in the institutions of higher education who offer teacher training programs. Three institutions in Iowa are approved for certification purposes by the Iowa State Department of Public Instruction. These are Drake University, The University of Iowa, and The University of Northern Iowa. All offer extension courses in addition to their on-campus program.

CHAPTER III

EVALUATION PROCEDURES

A Frame of Reference

Because the project was demonstration in nature rather than research, the emphasis on evaluation was a continuous process. The feedback derived from the evaluation techniques employed was immediately applied in decisions regarding modification of the SECDC model. In contrast to a research experiment in which the intervention is clearly definitive and the problem allows for experimental and control groups, the dimensions of this particular project were such that a rigorous research design was not conducive to the objectives of the project. This did not preclude evaluation nor did it imply that the operational practices employed lacked specificity. Rather, the role of evaluation was committed to continuous refinement of the model.

While the objective was to demonstrate the effectiveness of master teachers as in-service educators, the project took the form of a state-wide in-service training system. Inherent in the system was the development of instructional materials, training of master teachers as in-service educators, coordination of monthly state-wide field sessions, and the production of films. Integral to the system was an attempt to elevate the status of in-service training and to give visibility to the leadership talents of teachers. The long-range concern was to mobilize a force for the improvement of instruction for the mentally retarded in Iowa. The complexities of the system required that evaluation efforts be aimed primarily at the various functions basic to the model. Thus, evaluation was approached on the assumption that collectively the results of assessing the various functions individually would yield sufficient data for a basis on which to reach a judgment on the merits of the overall model. This procedure would also allow for a more analytical approach to modifying the model than would an attempt to measure only the general impact of the model at the end of the three year grant period.

The model was structured primarily around the involvement of agencies with an aim toward the improvement of instruction through changing the behavior of teachers. The change in the behavior of teachers was in the realm of developing their skills in curriculum planning, increasing their knowledge of subject matter and methodology, and on providing them with a better frame of reference for the selection of materials. Because these facets of the project made the personal perspective of individuals and groups integral to the process of evaluation, communication became more than a concern for dialogue. A purposeful attempt was made to establish close relationships among the many participants in the project and to utilize this relationship in the collection of evaluation data. Questionnaires were used only when necessary, and methods of data collection which were time consuming for the respondent were kept to a minimum. The reliance on group participation in the field and training sessions facilitated the retrieval of meaningful data through interaction between the staff and the various groups involved. The rapport which was attained contributed to candid discussions. The advantages of relying on this type of medium for collecting evaluation information on this particular project were that the elaboration could be provided and the evaluation could be immediately related to implications for needed change. Considerable use of this procedure was possible because the model, while broad in scope, actually depended on the involvement of a relatively small number of persons such as the SECDC staff, the twenty consulting teachers, and the key representatives from the University, State Department, and the Joint County System. Consequently, once a relationship conducive to honest interaction was established, a system of communication geared to evaluation was also established.

Enthusiasm, commitment, and personal influence are evasive variables which are difficult to assess. However, through services such as those provided through this project, they became very real. This occurred by design. From the initial conception of the project the involvement of the consulting teachers, as well as the staff, was viewed as crucial. It was assumed that if the staff could generate sincere enthusiasm for their role and convey this to the consulting teachers through the quarterly training sessions and communications, this air of commitment could be carried over into the field sessions by the consulting teachers.

While assessment of these intangible variables is difficult and tends to be subjective, failure to employ them as motivators in a system based on voluntary participation would be an error. If in-service training was to be effective, involvement was essential. Involvement must also be more than participation. It must be of the form that is based on personal motivation. The utilization of techniques geared to elevating the status of in-service training and placing value on the participation of teachers as leaders as well as participants was not mere manipulation. It was a sound and professionally honest approach to involving people in a system of self-improvement.

Procedures

As illustrated in Figure 3, evaluation of the project focused on six target aspects of the program. These included (1) the overall model, (2) the materials used as a source of input into the system, (3) the role of the consulting teachers, (4) the field sessions which served as the milieu in which the in-service training took place, (5) the training sessions which represented the method of preparing the consulting teachers, and (6) the participation of allied agencies in the project. This approach to evaluation was taken because of the importance of these components to the services provided. With the exception of the overall model, the other targets of the evaluation process were interrelated but also somewhat independent.

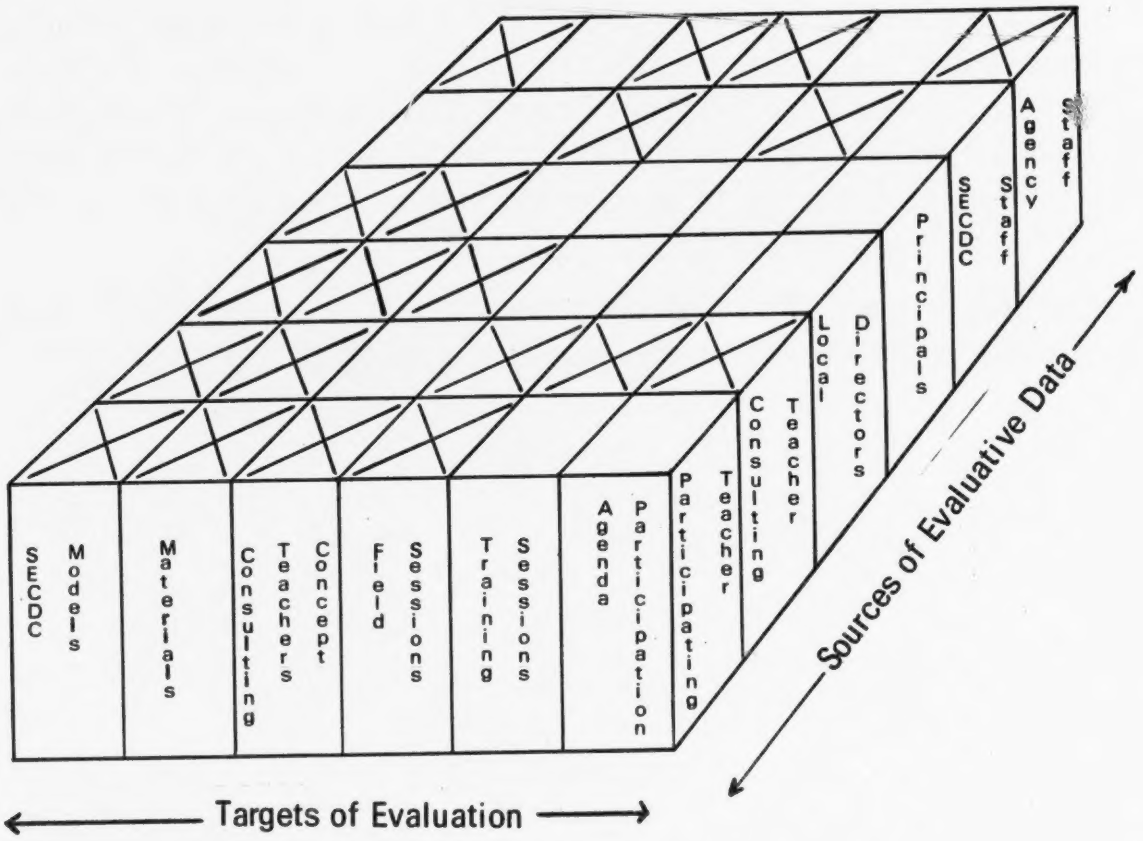
The sources from which evaluation data were collected to assess the effectiveness of the several components varied. The groups most directly involved were tapped for evaluative information. In general, these included the participating teachers, consulting teachers, local special education directors, building principals, SECDC staff, and staff members of the cooperating agencies. Figure 3 illustrates the sources of evaluation information as related to the evaluation targets. For example, in evaluating field sessions, data was collected primarily from the participating teachers, consulting teachers, and the field coordinator from the Iowa State Department of Public Instruction staff.

Four major techniques were employed in gathering evaluation data. These included (1) the use of questionnaires, (2) videotaping, (3) monthly reports from consulting teachers, and (4) reports from the field coordinator. Each technique was employed to gather a particular type of data. Since the major objective of the project was to demonstrate the effectiveness of teachers as in-service educators, the evaluation techniques were utilized for two purposes. The first as a meaningful part of the service and the second, to gather evaluation data. Participation in the project was voluntary, consequently it was considered important that participants not be burdened by having to devote considerable time to the evaluation process. It was considered of primary importance to the project staff that the participant not view the service as a research project. This position was based on the premise that teachers would be less likely to participate if it was presented as a research project. This allowed the emphasis to remain on the service objective of the project.

Figure 4 relates the techniques employed to the areas evaluated. For purposes of clarification the various techniques will be discussed in detail.

FIGURE 3

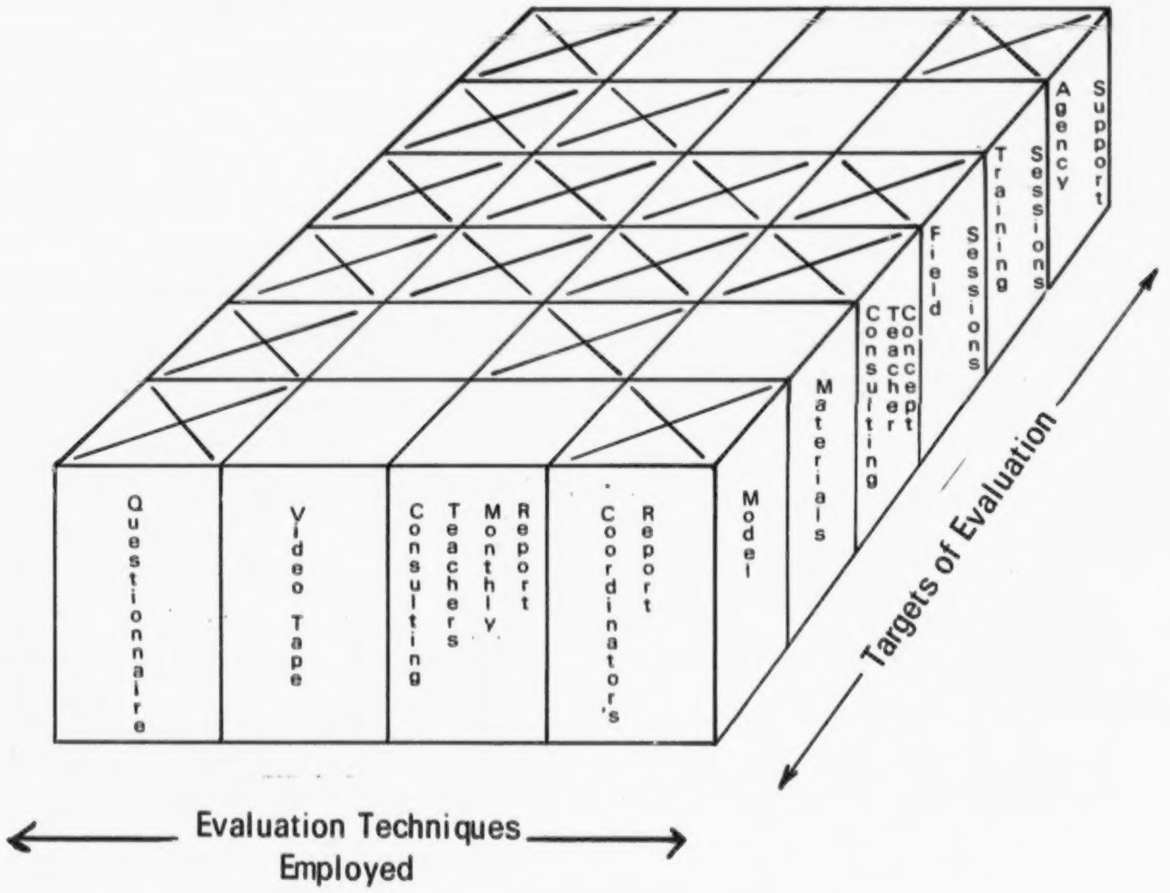
Targets of Evaluation and Sources of Evaluative Data


SECDC Models
Materials
Consulting Teachers Concept
Field Sessions
Training Sessions
Agenda Participation
Participating Teacher
Consulting Teacher
Local Directors
Principals
SECDC Staff
Agency Staff
Targets of Evaluation
Sources of Evaluative Data

☒ = identifies the source used for evaluative purposes.

FIGURE 4

Evaluation Techniques Employed and Targets of Evaluation


Questionnaire
Video Tape
Consulting Teachers Monthly Report
Coordinator's Report
Model
Materials
Consulting Teacher Concept
Field Sessions
Training Sessions
Agency Support
Targets of Evaluation
Evaluation Techniques Employed

☒ = identifies the technique used to assess the evaluation target.

Questionnaires

Survey of Curriculum Practices:

An extensive survey instrument was designed to ascertain the major instructional problems perceived by teachers in the field. (See Appendix A) The major purpose of the questionnaire was to identify the topical areas for the material to be produced as input for the field sessions. The results of this study served as a basis for decisions regarding the material to be developed. Four hundred and eighty-one teachers of the educable mentally retarded at the primary, intermediate, junior high and secondary levels were surveyed. The instrument contained 315 items organized according to sixteen topical sections. It was designed to gather data relative to these areas: (1) descriptive information concerning the teachers and their classes, (2) perceived difficulties in subject matter areas, and (3) perceived difficulties in adjunctive areas.

In the basic skills sections of the instrument relating to reading, arithmetic, and language arts, the teachers were asked to respond to each item by checking "not appropriate" if they did not feel the item applied to the age level of their class, or to check on a five-point continuum, ranging from no difficulty to great difficulty, the significance of the instructional task represented by the item. They responded to the range of difficulty according to the degree that each item posed a problem related to teaching methods, materials, and classroom activities. A sample reading item would be as follows:

Figure 5

No Difficulty		Teaching Methods		Great Difficulty	Sight Vocabulary	Not Appropriate ( )	No Difficulty		Material or Student Activities		Great Difficulty
___	___	___	___	___			1	2	3	4	5

The same approach was followed in the section on science and social studies, except that "Determining Content to be Developed" was substituted for the category of "Teaching Methods."

The results of the study are reported in a separate document presented by SECDC entitled *An Investigation of Teacher-Perceived Instructional Problems: Indicators of In-Service Training Needs for Teachers of the Educable Mentally Retarded.*

Survey of Consulting Teachers:

The thirty-four teachers who have served as consulting teachers were surveyed as to their perspective of the project. The primary concern was to ascertain the reaction of consulting teachers to their role in the project. The questionnaire was designed to obtain responses in eight areas, namely: general orientation, training sessions, field sessions, SECDC material, videotaping, their specific role as consulting teacher, and their reaction to the SECDC model. (See Appendix B)

Survey of Participating Teachers:

Teachers who were registered as attending the field sessions were surveyed regarding their view of the services rendered through the SECDC project. While the basic concern was to assess their reaction to the total project, particular attention was given to assessing their perspective of the consulting teacher's role. The nature of the questions varied somewhat from the consulting teachers' questionnaire. However, the same basic categories were covered. The one additional specific category related to their understanding of the SECDC model. A copy of the questionnaire appears in Appendix C.

Survey of Building Principals:

Although no systematic approach was adhered to in familiarizing building principals with the SECDC project, many attended the field sessions, participated in special workshops, and were oriented by their special class teachers. Those principals having special class teachers in their building were surveyed to determine their understanding of SECDC, and to obtain from them samples of the feedback they received from their teachers. (See Appendix D).

Survey of Directors of Special Education:

This particular instrument was designed to collect data relative to the type of in-service training provided their special classes in addition to the SECDC program, as well as to solicit their response to the SECDC model. The questionnaire was not organized by category, rather it included twenty selected items covering the overall model plus one open-ended question soliciting general evaluative comments. (See Appendix E).

Videotaping

Videotaping was relied on as a major source of evaluation in terms of improving various aspects of the model during the process of the project. For example, presentations by SECDC staff members during the training sessions were videotaped as well as selected field sessions conducted by the consulting teachers. The taping of training sessions allowed the SECDC staff to evaluate their presentations and to determine ways in which they could be improved. If a particular presentation was successful, a rerun of the tape helped in identifying those factors which contributed to its success. Videotaping served the same function in those cases in which the presentation was considered less than successful.

The videotaping of field sessions was used as a means of identifying the various techniques employed by consulting teachers in their presentations. The tapes also were of value in reviewing the interaction among teachers in the field sessions resulting from the techniques utilized by the consulting teachers. Field session tapes were edited and selected excerpts were shown to the consulting teachers during the training sessions. This procedure facilitated discussion and allowed consulting teachers to view themselves and to observe other consulting teachers conducting sessions. This proved to be an effective method of exposing consulting teachers to a variety of techniques for operating field sessions. The reaction of the consulting teachers to this approach indicated that it was more effective than having SECDC staff members suggest different techniques.

Videotaping proved to offer several advantages as an evaluation tool for a project such as SECDC, which was primarily concerned with refining its operation immediately rather than assessing the impact of a model held constant during the operation period. Observations could be made permanent, edited and selections used. Comparisons could be made to determine if a change earlier identified and a recommendation made was actually implemented. The cumulative effect of taping resulted in a large pool of tape which could be used to reconstruct situations. For example, videotaping will not be extensively used in the SECDC program when it is continued as a state-operated service. However, the field session tapes can be edited and used to demonstrate a variety of techniques to new consulting teachers in the future.

Forty-six one hour tapes were recorded on one inch tape and approximately ten 20 minute, half inch tapes were made during the third year of the project for evaluation and demonstration purposes. The videotaping was done on a contract basis with the Joint County Media Center in Cedar Rapids. This particular facility was equipped with a twenty-six mobile television van containing studio type equipment, two cameras, consoles, film chain, slide chain, videotape recorder, and related sound equipment, and one Sony Port-a-Pak videotape recorder. The mobile unit was capable of independent operation from external power supply. This greatly enhanced the videotaping of field sessions. Although the Joint County Media Center provided the technical skill in addition to the equipment, members of the SECDC staff also became proficient at the taping process. A console for playback purposes was made available to the center in Iowa City. This allowed the tapes to be reviewed whenever the need arose.

The major value of the videotaping relative to evaluation was in effecting immediate change. It also contributed as a source of observing improvements in the particular presentation style of SECDC staff members and consulting teachers.

Consulting Teacher Evaluation Reports

In order to provide a consistent source of feedback from the field sessions to the SECDC staff, a report, which combined open-ended questions with checklist items, was developed for use by consulting teachers. In addition to facilitating communication, the report form helped to minimize correspondence between the consulting teachers and the staff. The consulting teachers routinely returned the completed form to the SECDC office in Iowa City immediately following each field session. The report was read by the staff and if necessary a reply was written by the appropriate staff member. A report was completed on each of the 391 field sessions held during the project. The form was organized to solicit information on key aspects of the field sessions. (See Appendix F). The major sections were as follows:

Preparation:

The emphasis in this section was on ascertaining information regarding the preparation done by the consulting teacher and the supportive services provided by the SECDC staff.

Teacher Response:

Teachers' interaction during the field session was a major objective of the program. Consulting teachers were asked to share their perspectives on the participation of the teachers in attendance.

Overall Evaluation:

This section was included mainly to encourage the consulting teachers to appraise their field sessions. They were asked to evaluate the session against previous sessions and against what they considered a good session.

Feedback:

The field sessions were viewed as a major source of ideas regarding the type of materials which should be developed as well as how the service of the project might be improved. This section was used as a means of soliciting information from the consulting teacher on the kinds of questions which were being posed by the participating teachers in the field sessions.

Notes to SECDC Staff:

Consulting teachers were instructed to use this section to communicate with specific SECDC staff members or the staff in general. It was used extensively and proved to be an effective means of communication. The informal relationship developed among all SECDC participants paid off in the candid use of this section.

The data derived from the consulting teacher reports were of the kind that allowed for immediate implementation. The focus of most of the data pertained to the publications and related concerns of teachers. By taking cues from the reports, the development staff was able to maintain a balance in terms of curriculum topics which, over the year, had general appeal to most teachers. The format of the publications was in a constant state of change. By being receptive to suggestions from the field, the development staff was ultimately able to come up with a format and a style of writing that met the demands of the teachers, and were conducive to development practices which were feasible under the conditions that the center operated.

This reporting system also had a cumulative effect on the coordinator's role. Many of the detailed tasks which occupied the coordinator's time while observing field sessions were eventually handled through the Consulting Teacher Report Form. This freed him to devote more attention to serving as a sounding board for the consulting teacher on her respective field sessions and to devote more time to consulting with local and area administrators on program development.

Coordinator's Evaluation Report

The coordinator's role in the evaluation process was twofold. First, he routinely observed the monthly field sessions. As a focal point for appraising the sessions he adhered to an evaluation form. (See Appendix D). The form was brief and involved the use of a five-point scale geared to the areas of facility, presentation, general observation, knowledge of material, and the overall session. The major use of the form was to allow the coordinator to assess the progress of the consulting teacher over a period of time. The procedure also had the advantage of detecting problems common to field sessions in general for a given month. This particularly occurred relative to knowledge of the material being presented. Occasionally material would be developed on a topic with which the teacher was not familiar and problems were encountered in stimulating discussion. The second, but possibly the more important role played by the coordinator in the evaluation process, centered around the type of feedback he was able to give the staff regarding the field sessions. He was involved with all aspects of its operation. His appointment with the State Department of Public Instruction added to his frame of reference as he coordinated the efforts of the consulting teachers. He was able to identify problems or potential problems through his casual conversations with consulting teachers and shared these with appropriate staff members. Being knowledgeable of the total operation enhanced his relationship with local administrators. This allowed him to evaluate understanding of the project and to remedy the results of misinformation when they occurred.

The coordinator's evaluations, whether a result of casual observations or from the report form, were persued and action was taken by the staff when warranted. His "on the spot" conferences with consulting teachers following the field sessions, while supportive in nature, were also a tool for conveying evaluative information. Such information was not necessarily in the form of value judgments. For the most part, they were in the form of suggestions which directed the consulting teacher to alternative approaches. For example, early in the project many consulting teachers chose meeting sites which were not conducive to the group interaction desired. Recommendations were made regarding other types of facilities. Some consulting teachers tended to lecture too much and their attention had to be called to other approaches. This type of evaluation and follow-up was characteristic of the coordinator's role in the evaluation process.

CHAPTER IV

RESULTS

Reporting Procedures

The evaluation data reported in Chapter IV were basically derived from the questionnaires employed in surveying the participating teachers, consulting teachers, principals, and directors of special education. The findings resulting from the videotaping, consulting teachers' monthly reports, and the coordinator's evaluation, for the most part, yielded information which was immediately applicable and consequently, were employed during the process of the project to modify the model. This information, in general, was incorporated into Volume I of the *Final Report* which deals with the functions basic to the model.

The four questionnaires were disseminated in May, 1969, rather than November, 1969, which was the termination date of the grant. The rationale for this decision was that no field sessions were planned for September; thus, there would be only the October session prior to November. It was felt that the end of a full year of field sessions was a more valid time for assessing the views of participants. Also, the annual turnover of teachers, directors, and principals would not affect the representiveness of the sample surveyed. Allowing all field sessions to be completed for the 1968-69 academic year prior to initiating the survey resulted in a smaller sample of participating teachers. This was due to the varied schedule for ending the school year adhered to by districts throughout the State of Iowa. This also precluded a follow-up on those persons who did not immediately respond to the questionnaire. All consulting teachers and directors of special education were surveyed with a 100 per cent response. Two hundred and twenty-five principals responded. This represented 75 per cent of the principals in Iowa having special classes under their jurisdiction. This response was viewed as particularly high considering that the principals had had very little, if any, personal contact with the project staff. Many of the principals, however, did not respond to each item. A representative group of 380 participating teachers were surveyed. This represented 70 per cent of the teachers who regularly attended the field sessions.

Consulting Teachers:

The descriptive data included in Chapter II on the consulting teacher population is applicable to the consulting teacher sample responding to the survey. The other three samples are described below.

Principals:

The sample of building principals included those principals administratively responsible for the buildings approved for special classes for the mentally retarded. Fifty-seven per cent were elementary principals, 27 per cent were junior high principals, and 16 per cent were senior high principals. The number of special classes per building supervised is reported in Table 10.

TABLE 10

Number of Special Classes Per

Principal by Grade Level

Grade level	No. of classes under supervision*		
	1	2-4	5 or more
Elementary	49	66	10
Junior high	41	15	0
Senior high	21	16	0

*Indicates the number of principals supervising one class, 2-4 classes, and five or more.

Seventy-one percent of the responding principals were employed in areas served by a director of special education. Thirty-five per cent were served by a consultant for the mentally retarded, 94 per cent had access to school psychological services, and 86 per cent had speech therapy services available to their classes. In terms of their knowledge of SECDC, 32 per cent felt they were sufficiently informed on the SECDC model, 54 per cent considered themselves minimally informed, and 13 per cent were uninformed.

Directors of Special Education:

This sample includes the total group of thirty-five directors of special education employed in Iowa during the 1968-69 school year. Twelve were employed by individual local school districts, 9 by single county units, and 14 by multi-county units. Collectively they served 62 of the 99 counties in Iowa. Only 20 reported that they had provided in-service training to teachers of the mentally retarded prior to the initiation of SECDC. None of the directors reported that they did not require teachers to attend the SECDC field sessions. However, 75 per cent indicated that they encouraged their attendance. Thirty of the directors, at some time during the three years of the project, had had a teacher selected to serve as a consulting teacher.

Participating Teachers:

The representative participating teacher sample included 380 teachers. One hundred and sixty-eight had participated in the program since its inception, 111 participated the last two years, and 89 had been involved only during the last year. Sixty-four per cent held Bachelor degrees, 18 per cent Master degrees, and 18 per cent did not have degrees. The latter group was primarily comprised of teachers with senior standing who were working on degree programs. Fifty-six per cent were fully certified to teach the mentally retarded. Thirty-eight per cent taught at the primary level, 32 per cent at the intermediate level, 16 per cent at the junior high level, and 11 per cent at the senior high level. Forty-three per cent considered their working situation inadequate. Two hundred and fifty-two teachers, or 66 per cent, felt they possessed a good understanding of the SECDC organization. Only eight, or 2 per cent, felt they were not informed on SECDC.

One hundred and thirty-two were the only special class teachers in their building. One hundred and sixty-two were from buildings with two to four special classes, and eighty-six taught in situations in which there were five or more special classes in the building. This pattern is fairly typical of the state-wide distribution of special classes.

The proportion of non-certified teachers participating in the program increased each year of the project. As noted in Table 11 only 55 of the 166 teachers responding to this item who attended all three years were not certified. However, fifty-three of eighty-four teachers who began attending the last year of the project were not certified. Table 12 describes the participating teacher population according to the age level of their classes. The primary and intermediate level consistently represented the largest group throughout the project.

The participating teacher sample was also asked to rate their teaching situation by indicating very good, average, or inadequate. The pattern of response was similar for teachers attending each year of the project. Table 13 compares the participating teachers' rating of their teaching situation according to the date they first began attending the field sessions.

TABLE 11

Participating Teacher Population by

Level of Certification

Do you hold Endorsement 35?	Date first attended field sessions		
	Spring 1967	Fall 1967	Fall 1968
Yes	111	65	31
No	55	46	53

TABLE 12

Participating Teacher Population by Age Level of Class Taught

Which level best approximates the age level of your class?	Date first attended field sessions		
	Spring 1967	Fall 1967	Fall 1968
Primary	66	44	30
Intermediate	54	30	34
Junior high	26	24	9
Senior high	17	11	14

TABLE 13

Rating of Teaching Situation by Participating Teachers

Which one of the following best describes the general conditions of your teaching situation?	Date first attended field sessions		
	Spring 1967	Fall 1967	Fall 1968
Very good	72	50	35
Average	81	53	40
Inadequate	11	6	13

Analysis Procedures:

The primary concern was to determine the agreement within the four samples surveyed relative to various aspects of the demonstration project. For the most part, the results were tabulated on a frequency count with percentage of responses determined. A large proportion of the items dealt with ascertaining specific details inherent in operating the model while others pertained to the effectiveness of the overall model. Each group was asked to respond to items germane to their relationship to the program. Each group was also asked questions of a general evaluative nature.

The use of chi-square analysis was employed mainly as a means of determining lack of agreement within samples or among samples on selected items. Although chi-square analysis was employed on all comparisons, the chi-square value will not be reported unless found to be statistically significant. For purpose of clarification and economic use of space many tables were combined.

Consulting Teacher Concept

Thirty-four teachers served as consulting teachers for at least one year during the three-year grant period. Six of these teachers served all three years and fourteen participated as consulting teachers only during the third year. On general-type items the results will be based on the total group response. On those items which pertain to specific functions, data will be reported according to the response of the six consulting teachers who served all three years and the fourteen who served only during the third year. This comparison was made to facilitate the identification of factors which may have contributed to a difference in response based on a particular year of the project.

Response from Consulting Teachers:

All consulting teachers supported the concept of special class teachers assuming the role of in-service educators. Their narrative comments indicated that they also sensed satisfaction in the concept on the part of teachers attending their sessions. They frequently mentioned the status factor. In essence, they were saying that their administrators were now asking them different kinds of questions. For the most part, they felt a sense of importance in their new role. This latter factor was reflected in their comments but not in self-adulation. They seemed to be saying that their new role gave their skills some visibility and their potential for leadership was being recognized. When asked to rank their reaction to serving as a consulting teacher on a five-point scale ranging from highly rewarding to highly unrewarding, thirty-two teachers, or 94.1 per cent ranked their experience as highly rewarding. No one ranked it less than satisfactory.

TABLE 14

Response of Consulting Teachers to the Consulting Teacher Concept

Item	Yes		No	
	Per cent	n	Per cent	n
If you were called upon in the future to serve in a similar capacity would you be inclined to accept?	91.2	31	8.8	3
Was the amount of renumeration sufficient?	97.1	33	2.9	1
Would you serve as consulting teacher if only expenses were paid?	67.6	23	26.4	9
Do you feel that the consulting teacher experience helped you improve as a teacher?	100.0	34	0.0	0
Have your professional goals changed as a result of serving as a consulting teacher?	67.6	23	20.6	7

As reflected in Table 14, the consulting teachers were unanimous in feeling that the experience helped them improve as teachers. This was also reinforced in their monthly reports. When asked if their professional goals had changed as a result of serving as a consulting teacher, twenty-three, or 67 per cent of those responding, indicated that they had. Five of the twenty full-time consultants for the mentally retarded currently employed in Iowa previously served as consulting teachers. Several consulting teachers have expressed aspiration for serving in consulting or supervisory positions in the future but not immediately. The amount of renumeration was basically a token reward and not intended as a professional level stipend for the service rendered; however, 97.1 per cent felt that it was sufficient. When asked if they would continue if only expenses were reimbursed, twenty-three, or 67.7 per cent responded positively, nine responded no and two did not respond. Thirty-one indicated, that if called upon in the future to serve in a capacity similar to that of consulting teacher, they would accept.

TABLE 15

Importance of Knowledge About the SECDC Organization

as Perceived by Consulting Teachers

How important do you feel it is to the role of the consulting teacher that she be knowledgeable of the organizational aspects of SECDC?	Years served as consulting teacher	
	All three years	Last year only
Very important	6	9
Moderately important	0	5
Not important	0	0

A series of questions were asked regarding specific aspects of the consulting teachers' role and the support services provided by the SECDC staff. The findings in Table 15 indicate that the consulting teachers who served all three years agreed it was very important for the consulting teachers to be knowledgeable of the SECDC organizational structure. Whereas, the group serving only during the third year varied in their response. Nine in this group felt it was very important while five responded that it was only moderately important.

In answer to a question on the sufficiency of their orientation to the role of consulting teachers twenty-four replied "yes (definitely)", nine "yes (adequate)", with one responding that the orientation was "generally insufficient." Table 16 compares the responses of the three year consulting teachers with those serving only during the third year. The responses of these two groups are similar with a majority in both groups responding "yes (definitely)". There was, however, a little more variation among the groups having served only one year.

TABLE 16

Consulting Teachers' Evaluation of the Orientation

Provided Them on Their Role

Was your orientation to the role of consulting teacher sufficient?	Years served as consulting teacher	
	All three years	Last year only
Yes (definitely)	5	9
Yes (adequately)	1	4
No (generally insufficient)	0	1
No (definitely insufficient)	0	0

Table 17 reports the rating of four sources of help provided in orienting them to the role of consulting teacher. The results are categorized according to those teachers serving all three years and those serving only during the third year. They were asked to rate each source; 1 for most helpful to 4 for least helpful. The quarterly training sessions proved to be most helpful from the perspective of the consulting teachers. The coordinator was viewed as a positive source of help by the three-year group but was not rated as highly by those teachers serving only the third year. It should be noted that the coordinator had considerably less contact with the third year group than the first year group. The difference in the perceived helpfulness of other consulting teachers relates to the fact that the first year group was considered the most experienced, thus, there was no one with more experience to assist them. The written guidelines were perceived as least helpful in the orientation process.

TABLE 17

Rating of Source of Help in Orienting Consulting Teachers to Their Role According to Length of Service

Item	Years served as consulting teacher							
	All three years Rating				Last year only Rating			
	*1	2	3	4	1	2	3	4
Helpfulness of training sessions in Iowa City in orienting you to the role of consulting teacher.	6	0	0	0	11	2	0	0
Helpfulness of SECDC field coordinator in orienting teacher.	0	4	1	1	0	3	0	0
Helpfulness of other consulting teachers in orienting you to the role of consulting teacher.	0	0	1	5	2	5	3	3
Helpfulness of printed information from SECDC office in orienting you to the role of consulting teacher.	0	2	4	0	0	4	3	6

*1 for most helpful; 4 for least helpful.

The consulting teachers were asked to rate on a five-point scale the support they received from the education personnel they worked with in the field. As illustrated in Table 18, the consulting teachers perceived the teachers attending their field sessions as most helpful followed closely by their peer special class teachers in their home districts. Their building principals and directors of special education were rated as offering the least support. Nine consulting teachers gave their directors less than a middle rating.

TABLE 18

Consulting Teachers' Rating of Support Received From Related Education Personnel

Support personnel	Rating									
	1*		2		3		4		5	
	%	n	%	n	%	n	%	n	%	n
Teachers attending field sessions	64.7	22	29.4	10	5.9	2	0.0	0	0.0	0
Fellow special education teachers in your district	64.7	22	26.5	9	5.9	2	0.0	0	2.9	1
Your principal**	52.9	18	17.6	6	17.6	6	2.9	1	2.9	1
Your director of special education**	41.2	14	17.6	6	8.8	3	8.8	3	8.8	3

*rating of 1 indicates most helpful.

** three did not respond, however, the per cent is based on the total group n of 34.

In response to questions regarding agreement with using special class teachers as consulting teachers and satisfaction with their performance, the participating teachers were very positive. A total of 90.3 per cent indicated that they agreed with the concept. Also 90 per cent indicated that they were satisfied with the performance of their consulting teacher. The high percentage of teachers responding "yes" was consistent regardless of when the teachers began attending. This was also true when asked if they were satisfied with the performance of their consulting teacher. However, on questions regarding the participating teachers' knowledge about the training and stipends received by the consulting teachers, there was a trend from being quite knowledgeable for those who began attending the first year of the project to a situation where a majority of the participating teachers attending the last year were uninformed on the details. The chi-square values for both of these responses were significant at the .05 level.

Table 19 presents the participating teachers' responses to the same question according to whether or not the participating teachers were certified to teach the mentally retarded. On the item pertaining to agreement with the use of special class teachers as consulting teachers and satisfaction with their performance, both the certified and non-certified teachers were in agreement on "yes" responses. However, on the question regarding the participating teacher's knowledge that consulting teachers received training and stipends there was a significant difference in both cases between the certified and non-certified. The certified teachers responded "yes" to both items whereas the non-certified teachers were considerably less knowledgeable of this information. The chi-square value was significant at the .05 level for both questions. This suggests that less attention was given by the SECDC staff to this type of information in orienting the new consulting teachers after the first year. Also, the experienced consulting teachers may have felt that such information would be redundant for the majority of participating teachers who had been with the project since its inception. Consequently they overlooked their importance during succeeding years. A review of correspondence for the SECDC office and the content of the *Newsletter* indicates that after the first year little reference was made to the organizational aspects in communications with participating teachers.

TABLE 19

Participating Teachers' Perspective on the Consulting

Teacher Concept by Level of Certification

Item	Certified to teach mentally retarded		Not certified to teach mentally retarded		Chi-square value
	Yes	No	Yes	No	
Do you agree with using special class teachers as consulting teachers?	192	14	143	10	.01
Were you satisfied with the performance of your consulting teacher?	179	24	132	16	.09
Are you familiar with the training consulting teachers receive from the SECDC staff?	130	77	78	76	5.34*
Did you know that consulting teachers receive a nominal stipend for their efforts?	129	80	78	78	5.00*

Thirty of the thirty-five directors of special education had special class teachers from their areas selected to serve as consulting teachers. When asked if they felt that having one of their teachers to serve as a consulting teacher was to the advantage of their program, twenty-seven responded "yes," one, "no," and two did not respond. Only one director indicated that he felt the expense was not meaningful to the teacher. See Table 20.

TABLE 20

Directors of Special Education's Perspective on Consulting Teacher Concept

Item	Yes		No		No response	
	Per cent	n	Per cent	n	Per cent	n
Were any of the consulting teachers from your area?*	85.7	30	14.3	5	0.0	0
If yes, do you feel this was to the advantage of your program?	90.0	27	3.3	1	6.7	2
Do you feel the experience was meaningful to the teacher?	85.7	30	2.9	1	11.4	4

*The total group responded to these two items.

Forty-five of the building principals for at least one year reported having had a special class teacher selected to serve as a consulting teacher. Of this group, forty-four replied that they felt that it was to the advantage of their program.

The principals were asked to rate the value on being informed with the principles of the SECDC project. They rated themselves as being sufficiently, moderately, or completely uninformed. Table 21 indicates that those principals having teachers from their building selected to serve as consulting teachers as being most informed. The significant chi-square value was partially due to the small frequency in one cell.

TABLE 21

Relationship of Principal's Familiarity with SECDC Relative to Having a Teacher Selected to Serve as Consulting Teacher

Have any of your special teachers served as consulting teacher?	Familiarity of principals with SECDC in-service project		
	Sufficiently informed	Moderately informed	Completely informed
Yes	23	20	2
No	47	88	27

When asked to rate their responses to the SECDC program, 65 per cent of the building principals rated the program as "positive" or "highly positive," only 2 per cent were negative. (See Table 22 for a breakdown of their responses.) The principals were also asked to rate their estimate of the responses of their teachers to participation in the field session. The pattern of responses from the principals was very similar to their evaluation of the overall program. Seventy-one per cent rated their teacher response as either "positive" or "highly" positive with only 3 per cent reporting a negative response.

TABLE 22

Principals' Estimate of Teachers' Responses to Participation in the Field Sessions Conducted by Consulting Teachers

Rating	Per cent	n
Highly positive	26.7	60
Positive	44.9	101
Noncommittal	12.0	27
Negative	2.7	6
Unable to respond	9.8	22

Training Sessions

The purpose of the quarterly training sessions was to orient the consulting teachers to the new curriculum materials produced by SECDC and to give them some direction in terms of their field session presentations. Since the training sessions were the only time the entire SECDC staff had an opportunity to interact with the consulting teachers, they also served as a means for the staff to become acquainted with the consulting teachers. The training sessions were conducted by the SECDC staff. However, outside persons were frequently brought in to participate in the training sessions. The consulting teachers also assumed various roles in the training sessions.

When asked to rate the overall quality of the training sessions, twenty-three of the thirty-four consulting teachers rated the sessions "very good." Only one consulting teacher gave the training sessions a middle rating. Table 23 compares the ratings of the consulting teachers who served the last year only. It should be noted that the six consulting teachers who served for all three years rated the training sessions "Very good." The teachers who served only during the last year varied in their response. Eight of the fourteen rated the sessions "Very good;" five, good; and one, a middle rating.

TABLE 23

Consulting Teachers' Evaluation of the

Quality of Training Sessions

How would you rate the overall quality of the training sessions?	Years served as consulting teacher	
	All three years	Last year only
1 Very good	6	8
2	0	5
3	0	1
4	0	0
5 Very poor	0	0

Since the training sessions represented the major source of involvement in terms of the SECDC staff assisting the consulting teachers in preparing for their field sessions, it was important to assess the helpfulness of the training sessions to the consulting teachers. The SECDC staff was very sensitive to opportunities for obtaining feedback throughout the duration of the project. Whenever the staff encountered information which suggested another means of helping the consulting teachers through the training session, the change was seriously considered and, if feasible, implemented. At the conclusion of the project the teachers were asked to rate the helpfulness of the training sessions on a five-point scale. Twenty-five of the thirty-four consulting teachers rated the training sessions as "Very good" in terms of helpfulness, seven gave them a good rating, and two gave them a middle rating. Table 24 contains a breakdown of the consulting teachers' responses relative to those who served all three years and those who served only during the last year. We again find a distribution in the responses similar to their ratings of the quality of the training sessions.

TABLE 24

Helpfulness of Training Sessions as

Evaluated by Consulting Teachers

How helpful were the training sessions to you in preparing for your field sessions?	Years served as consulting teacher	
	All three years	Last year only
1 Very good	5	10
2	1	3
3	0	1
4	0	0
5 Very poor	0	0

When asked to rate the organization of the training sessions, twenty rated it as "Very good," twelve good, and one gave it a middle rating. In Table 25, it again can be observed that the teachers who served only during the third year were more critical of the training sessions than those who served all three years.

TABLE 25

Organization of Training Sessions as

Evaluated by Consulting Teachers

Organization of training sessions	Total group	Years served as consulting teacher	
		All three years	Last year only
1 Very good	20	5	7
2	12	1	6
3	1	0	1
4	0	0	0
5 Very poor	0	0	0

Because the training sessions represented not only the vehicle for providing training for the consulting teachers, but also as a means for the staff to become acquainted with the consulting teachers, a special effort was made to keep the atmosphere relatively informal. The consulting teachers were asked to evaluate the atmosphere of the training sessions by indicating whether or not they felt the atmosphere was, 1 too formal, 2 formal but appropriate, 3 informal but appropriate, or 4 too informal. Twenty-nine, or 85.3 per cent of the consulting teachers rated the atmosphere as formal but appropriate.

The consulting teachers were also asked to evaluate several organizational aspects of the training sessions. These aspects included the frequency of training sessions, opportunity to participate in the training sessions, time allotted during the training sessions to discussion of SECDC materials, the helpfulness of having the consultants for the mentally retarded attend the training sessions, and whether or not the attendance of the consultants for the mentally retarded interfered with the training sessions. Table 26 reports the responses of consulting teachers to these aspects. The responses were very favorable to each aspect. The least agreement was observed in the consulting teachers' responses to the question pertaining to the helpfulness derived from having the consultants for the mentally retarded attend the training sessions. However, twenty-four of the thirty-four consulting teachers reported that this was helpful. The positive responses of the consulting teachers to the involvement of consultants for the mentally retarded in the training sessions is interesting, considering the position taken by the participating teachers regarding the attendance of consultants for the mentally retarded at future field sessions. It will be recalled that the majority of participating teachers opposed future attendance of consultants for the mentally retarded at the field sessions.

TABLE 26

Organizational Aspects of Training Sessions as Viewed by Consulting Teachers

Item	Yes	No
Were the training sessions held frequently enough?	32	2
Were you given sufficient opportunity to participate in the training sessions?	33	1
Was sufficient time allotted during the training sessions to the discussion of SECDC materials?	31	2
Do you think it was helpful to have the consultants of the mentally retarded attend the training sessions?	24	9
Did the attendance of consultants interfere with the training sessions?	3	30

The consulting teachers varied considerably in their evaluation of the quality of material displays included during the training sessions. Only eight of the consulting teachers rated the displays as "Very good." Table 27 reports the ratings of the total group of consulting teachers to the displays as well as a comparison of teachers who served all three years and those who served only during the last year. Again we note that the variance is greater among the teachers who served only during the last year. The teachers who served during the last year only were also most critical of the displays.

TABLE 27

Evaluation of Displays at Training

Sessions by Consulting Teachers

Displays of materials	Total group	Years served as consulting teacher	
		All three years	Last year only
1 Very good	8	2	2
2	15	4	5
3	7	0	4
4	4	0	3
5 Very poor	0	0	0

When rating reference to presentations made by persons other than the SECDC staff, the consulting teachers varied considerably in their appraisal. They were not asked to evaluate a particular presentation; rather they were asked to evaluate the general quality of presentations which were made during the training sessions. Table 28 contains the responses of the total group as compared to the three year and one year groups of consulting teachers. It should be noted that the range of responses from the total group on this aspect of the training sessions varied more than any other item evaluated. For example, on a five-point scale, eight of the consulting teachers gave the outside presentations a, 1 rating for "very good;" fourteen rated them 2; ten rated them 3; and one rated them 4. There was no rating of 5 or "very poor."

In terms of reimbursement and travel procedures, the consulting teachers agreed 100 per cent that the procedures were satisfactory. These procedures included the arrangements for accommodations, reimbursement of travel expenses, and reimbursement for other expenses incurred by the consulting teachers. The consulting teachers received their stipend on the last day of each training session and in general they received their reimbursement checks within ten days after filing an expense voucher. When possible, they were provided stamps and envelopes in advance to avoid their having to use personal funds for such expenditures.

TABLE 28

Consulting Teachers' Evaluation of

Presentations by Outside Persons

Presentations by outside persons	Total group	Years served as consulting teacher	
		All three years	Last year only
1 Very good	8	2	2
2	14	2	6
3	10	2	6
4	1	0	0
5 Very poor	0	0	0

Field Sessions

The field sessions represented the center of activity for the project. It was in this setting that the consulting teachers interacted with the participating teachers. The curriculum publications were also distributed through the field sessions. The participating teachers who attended the sessions regularly provided the main source of data for evaluating the field sessions. However, it was also important to assess the procedures employed by the consulting teachers in planning and conducting the field sessions.

As illustrated in Table 29, only three consulting teachers felt that the tasks required to make arrangements for the field sessions were too time consuming. All but one reported that the procedures followed by SECDC in mailing materials to them were satisfactory. This particular response suggests that the consulting teachers were quite tolerant of problems which occurred relative to shipping the materials to them. The procedures established by the SECDC staff to handle the mailing of materials to the consulting teachers involved having the materials shipped by the printer. There were occasions when the printing schedule lagged and the materials arrived on the day of the consulting teacher's field session or, in some cases, the following day. Since this situation did not occur more than once to any given consulting teacher, their understanding evidently prevailed.

All teachers responding to the question regarding the helpfulness of the SECDC staff indicated that the SECDC staff was helpful when called upon. One consulting teacher did not respond to this item. The data reported in Table 30 indicates that the consulting teachers basically felt that they received good cooperation from their administrators. They also felt that, in general, they had enough time during the field session to cover the topics. However, the question regarding whether or not there would be value in holding an additional field session on selected publications, the consulting teachers disagreed. Fifty per cent felt that additional sessions should be held, whereas 47 per cent did not see value in holding additional sessions on the same topics. One teacher did not respond. Occasionally, in the consulting teacher's monthly reports, reference was made to comments by participating teachers that they are receiving more materials than they could immediately use. Such comments were generally clarified by the consulting teacher indicating that the participating teachers were really saying that, while they could not use all the material immediately, that over a period of time they were able to put the materials to use and in general felt that they were not being overloaded with materials.

Table 29

Consulting Teachers' Views on Administrative Tasks

Involved in Conducting Field Sessions

Item	Yes		No	
	Per cent	Number	Per cent	Number
Were the tasks required to make arrangements for the field sessions too time consuming?	8.8	3	91.2	31
Were the procedures followed by SECDC in mailing the materials to you satisfactory?	97.1	33	2.9	1
Was the SECDC staff helpful when you called upon them for assistance?*	97.1	33	0.0	0

*One subject did not respond to this item.

TABLE 30

Consulting Teachers' Views on Organization

of Field Sessions

Item	Yes		No	
	Percent	Number	Percent	Number
Did you have good cooperation from your administrator?	97.1	33	2.9	1
Did you have enough time to cover the topics?	82.4	28	17.6	6
Would there be value in holding more than one session on selected publications?*	50.0	17	47.1	16

*One subject did not respond to this item.

Although an extensive survey was conducted prior to implementing the project in an attempt to establish a priority listing of materials needed by teachers, the SECDC staff was very much concerned with whether or not the topics selected were relevant to the majority of teachers. Three hundred and twenty-seven of the participating teachers reported that the topics were relevant and only twenty teachers reported that they were not. Table 31 shows a breakdown of these responses according to the year the participating teachers began attending the field sessions. In all categories the responses were overwhelming in support of the relevance of the topics. It should be noted that the proportion of teachers who attended only the last year of the project reporting that the topics were not relevant was higher than the proportion of those teachers attending all three years who reported that the topics were not relevant. When the responses to this question were compared on the basis of teacher certification, they were proportionally the same.

TABLE 31

Relevance of Field Session Topics as Evaluated by Participating Teachers According to Date Teachers First Attended Field Sessions

Were the topics at the field sessions relevant?	Date first attended field sessions		
	Spring 1967	Fall 1967	Fall 1968
Yes	154	98	75
No	2	7	11

TABLE 32

Relevance of Field Session Topics as Evaluated by Participating Teachers According to Level of Certification

Were the topics at the field sessions relevant?	Certified under Endorsement 35	
	Yes	No
Yes	186	143
No	12	8

The participating teachers were asked to rate the importance of the four major aspects of the field sessions. They were asked to rate them as "Very important," "Moderately important," or "Of no importance." On this particular series of items they were to respond to each aspect of the field session independently from their perspective as a participating teacher. Table 33 illustrates the ratings according to the year they first began attending the field sessions and whether or not they were certified to teach the mentally retarded. The teachers who began in the spring of

1967 and attended throughout the project rated the presentations by consulting teachers as most important followed by the display of materials, opportunity to talk about their instructional concerns, and lastly, the presentations by other participating teachers. There was a slight shift in the ratings by the teachers who began attending in the fall of 1967, in that they rated the display of materials most important, followed by the opportunity to talk about their instructional concerns and presentations by consulting teachers. Again, the presentations by other participating teachers was rated as last. Teachers who were new to the program during the last year of the project perceived the opportunity to talk about their instructional concerns as most important with the presentations by other participating teachers as least important. The certified and non-certified teachers differed in terms of the aspects of the field sessions they perceived as being most important. The certified teachers viewed the display of materials as most important whereas the non-certified teachers viewed the opportunity to talk about their instructional concerns as most important to them.

TABLE 33

Importance of Major Aspects of Field Sessions

as Perceived by Participating Teachers

Aspect of field session	Date first attended field session									Certified			Non-certified		
	Spring 1967			Fall 1967			Fall 1968								
	1*	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Presentation by consulting teacher	113	51	3	62	43	4	49	34	4	129	75	6	99	52	4
Display of materials	101	65	0	69	38	3	54	27	5	128	80	1	96	54	4
Opportunity to talk about your instructional concerns	91	62	6	65	38	7	60	27	0	124	76	10	102	52	3
Presentation by other teachers	53	103	9	35	71	4	29	48	9	68	126	15	51	97	7

*1 Very important
2 Moderately important
3 Of no importance

The participating teachers were also asked to rank on a comparative basis the four aspects of the field sessions recorded in Table 33 plus the publications. They ranked them in the following order: Presentations by consulting teachers --1, publications --2, opportunity to talk with other teachers --3, presentations by other participating teachers --4, and the display of materials --last. Table 34 presents a comparison of these rankings according to the year the teachers first attended the field sessions and whether or not they were certified to teach the mentally retarded. While there are some shifts in the rankings relative to the different categories of teachers compared, the rankings are basically similar to those perceived by the total group. It should be noted, however, that the teachers who began attending the field sessions in 1967 and regularly attended during the three years of the project rated the publications 3.9 for a first place ranking. Whereas the teachers who began attending the 1968 sessions gave the publications a 3.0 rating. The teachers who began attending the 1967 sessions received all of the publications in terms of their composite value. The teachers who began in the fall of 1968 may or may not have received the publications disseminated the previous two years. The presentations by other participating teachers were not a planned part of the field sessions; however, they were encouraged. The low ranking of presentations by other participating teachers may have been due to the quality of the presentations made or to the low frequency of such presentations. Consulting teachers were encouraged to include displays of materials relative to the topic being discussed in their field sessions. However, the development of displays did not receive major emphasis during the training sessions. The low ranking of this aspect of the field sessions may be contributed to the scarcity of display materials available on some topics and/or to the lower priority given to this aspect of the field sessions by the consulting teacher.

TABLE 34

Mean Ranking of Five Major Aspects of Field Sessions by Participating Teachers According to Date First Attended Field Sessions and Certification*

Aspect	Date first attended field session									
	Spring 1967		Fall 1967		Fall 1968		Certified		Non-certified	
	X	Rank	X	Rank	X	Rank	X	Rank	X	Rank
Presentation by consulting teachers	3.79	2	3.69	1	3.73	1	3.63	1	3.83	1
Publications**	3.90	1	3.65	2	3.0	2	3.71	1	3.66	2
Opportunity to talk to other teachers	2.61	3	2.70	3	2.98	3	2.71	3	2.77	3
Presentation by other participating teachers	2.29	5	2.32	5	2.55	4	2.46	3	2.47	4
Display of materials	2.487	4	2.676	4	2.52	5	2.62	4	2,41	5

*The higher the mean value the higher the perceived importance.

**The chi-square analysis of rankings by participating teachers by date first attended sessions yielded a value significant at the .05 level.

Table 35 contains the responses of consulting and participating teachers to five organizational aspects of the field sessions. In a broad scale project such as this, it is not possible for the conditions under which a field session is held to be tailored explicitly to the demands of all persons involved. However, within the general guidelines provided by the SECDC staff, the consulting teachers were encouraged to organize their field sessions within a structure which was compatible to the interests of the participating teachers. The attendance centers were established by the SECDC staff. This was done primarily to establish regions for potential attendance. Other organizational aspects such as scheduling time, physical facilities, and display materials were influenced by decisions made by the consulting teacher in conjunction with her participating teachers.

TABLE 35

View of Consulting and Participating Teachers

on Organizational Aspects of Field Sessions

Item	Consulting teachers		Participating teachers		Participating teachers by date first attended field session						Certified		Non-certified	
					Spring 1967		Fall 1967		Fall 1968					
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Were the sessions scheduled at a convenient time?	32	1	308	59	142	19	92	16	68	24	169	34	132	23
Were the physical facilities appropriate for the field session?	32	2	357	10	160	3	102	5	84	2	197	6	152	4
Was the group size conducive to discussion?	29	5	347	22	156	6	102	6	78	10	195	10	145	11
Was the distance you were required to travel too great?	2	32	51	316	19	142	15	92	17	71	27	176	22	133
Were enough display materials included?					126	34	71	34	61	26	139	61	123	31

Table 35 compares the responses of the total consulting teacher group with the total participating teacher group on five questions pertaining to organizational aspects of the field sessions. The participating teachers' responses are further broken down according to the year they began attending the field sessions as well as whether or not they were certified to teach the mentally retarded. The responses of the teachers were very positive. The greatest concern was expressed in reference to the time the sessions were scheduled and the travel distance required to attend. The negative responses on these two items were quite low considering the fact that it is not possible to schedule meetings at a time convenient to all people nor is it possible to locate a center which is immediately accessible to all teachers. It was interesting to note that occasionally a consulting teacher, in her monthly report, would indicate that a particular teacher traveled fifty to sixty miles to attend a field session. In one case a teacher traveled 100 miles one way, to participate in the field sessions. The interesting factor relative to travel distance was that those teachers who had to travel the longest distance were also those teachers who were most consistent in their attendance. There was little variance in responses from participating teachers relative to date that they began to attend field sessions nor was there a difference in the responses between the certified and non-certified teacher regarding organizational aspects of the field sessions. The length of the field sessions varied, however; they averaged about one hour and forty-five minutes in length. Those sessions in which the consulting teachers arranged for the evening meal to be included as part of their field sessions were longer in length.

When asked to rate the length of the field sessions in terms of scheduling future field sessions, the responses by both consulting and participating teachers was in favor of retaining the same length of field sessions. Table 36 presents the responses to this item by consulting and participating teachers. The participating teacher group is also broken down in terms of date of first attendance and level of certification.

TABLE 36

Recommendations of Consulting and Participating Teachers Regarding Length of Future Field Sessions

Rating	Consulting teachers	Participating teachers	Participating teachers by date first attended field sessions			Participating teachers by certification	
			Spring 1967	Fall 1967	Fall 1968	Certified	Non-certified
Made longer	3	12	5	3	4	8	4
Remain same	26	275	124	82	59	151	118
Made shorter	5	78	33	22	22	43	32

The vast majority of consulting and participating teachers felt that a number of field sessions should remain the same. Table 37 presents a breakdown of responses to this item. The agreement was quite consistent on this item. Approximately one-fifth of the teachers felt that there should be fewer field sessions. The number of field sessions held each of the three years of the project varied. The teachers who began in the spring 1967 and the fall 1967 participated in field sessions monthly the first year. Whereas, those teachers who attended only the last year participated in six field sessions annually. The difference in responses to this item was not significant enough to conclude that monthly sessions are more or less effective than six sessions per school year.

TABLE 37

Recommendations of Consulting and Participating Teachers

Regarding the Number of Future Field Sessions

Rating	Consulting teachers	Participating teachers	Participating teachers by date first attended field session			Participating teachers by certification	
			Spring 1967	Fall 1967	Fall 1968	Certified	Non-certified
More	1	12	5	5	2	3	9
Same	31	290	130	78	72	163	120
Fewer	2	63	26	23	13	38	23

During the planning stages of the project, a number of teachers inquired about the feasibility of obtaining credit toward salary increments for participating in the field sessions. The SECDC staff was hesitant to become involved in a major campaign on this issue. However, after confering with the Iowa State Department of Public Instruction, it was decided that the State Department would write superintendents and encourage them to consider this possibility. As reported in Table 38, fifty-two of the teachers responding to this item indicated that they did receive salary barrier credit. Of these, only twenty-four reported that the possibility of obtaining credit toward salary increases influenced their attendance. When you compare this to the average attendance of 538 and the average registration of 747 for the last full year of the project, this was a very small number of teachers who were influenced to attend by the obtaining of barrier credit toward salary increments. It should be noted, however, that those teachers who did receive barrier credit probably received it as a result of their personal contact with administrators. Some of the teachers were very diligent in their efforts to obtain such credit. This primarily occurred in situations where a teacher was required to have a certain number of semester hours credit over a period of years and was close to it. It was reported to us in most cases when this occurred that the teachers did receive the credit.

TABLE 38

Perspective of Participating Teachers on Salary

Credit for Attending Field Sessions

Item	Date first attended field sessions						Certification			
	Spring 1967		Fall 1967		Fall 1968		Certified		Non-certified	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Did your district give salary credit for attending SECDC field sessions?	27	135	16	91	9	70	36	165	20	130
Did the possibilities of obtaining credit toward salary increases influence your attendance?	12	154	7	102	5	83	14	193	12	147

The target group of the project were teachers of the educable mentally retarded. However, because many of the materials and discussions were applicable to teachers of the trainable, they too were encouraged to attend. As the project developed other educational personnel began to attend. During the first year of the project special education administrative personnel were discouraged from attending. The reason for this was to avoid potential problems that the consulting teacher might encounter in establishing her leadership role should her administrator be in attendance. Beginning with the second year of the project no special or general education personnel were discouraged from attending. In fact, consultants for the mentally retarded were encouraged. At the same time, no attempt was made to systematically involve personnel other than teachers of the educable and/or trainable mentally retarded. In planning for continuation of the project as a state-wide service beyond the grant period, it was important to the staff to ascertain the feelings of the participating teachers relative to attendance of other educational personnel. When the participating teachers were asked if they felt the field sessions should be restricted to special class teachers 237 replied that they should not be restricted but 125 felt that they should be. Table 39 gives a breakdown of the participating teachers' responses according to the date they first began attending the field sessions. The support for not restricting the attendance at field sessions to special class teachers was greater for those teachers who attended the field sessions all three years. The teachers who began in the fall of 1968 and attended only the last year were not as decisive in their support of opening the field sessions to other educational personnel. When the responses of participating teachers are categorized according to level of certification, we find that the certified teacher definitely supported opening the field sessions to other educational personnel whereas the non-certified teacher appears to be less certain on this issue. Ninety-seven non-certified teachers reported that the sessions should not be restricted whereas fifty-nine felt that they should continue to be restricted. (See Table 40.)

TABLE 39

View of Participating Teachers on Who Should Attend Field Sessions by Date They First Attended Field Sessions

Do you feel attendance at the field sessions should be restricted to special class teachers?	Date first attended field sessions		
	Spring 1967	Fall 1967	Fall 1968
Yes	55	38	32
No	110	71	56

TABLE 40

Views of Participating Teachers on Who Should Attend

Field Sessions by Level of Certification

Do you feel attendance at the field sessions should be restricted to special class teachers?	Certified under Endorsement 35?	
	Yes	No
Yes	66	59
No	142	97

The participating teachers were asked to respond "yes" or "no" to whether or not they would recommend that the following personnel attending future field sessions; speech clinician, regular class teachers, psychologists, consultants for the mentally retarded, superintendents, and directors of special education. As reflected in Table 41, the participating teachers strongly recommended the attendance of speech clinicians, regular classroom teachers, and school psychologists at future field sessions. Although less decisively, they also recommended that superintendents be encouraged to attend. However, they opposed the attendance of consultants for the mentally retarded and directors of special education. In general, the response of the participating teachers to attendance of consultants for the mentally retarded was not as strong as their resistance to the attendance of directors of special education. In reviewing the raw data on this question it was observed that the negative responses toward attendance of the various personnel was not localized in any particular area. Rather, it was a generalized response. The high rating of regular classroom teachers might be due to the interest shown by regular classroom teachers in specific publications developed by SECDC. Several regular classroom teachers have attended the field sessions and in some cases they have made presentations to the group. The latter circumstance occurred in situations in which regular classroom teachers were teaching retarded children in their classes.

TABLE 41

Response of Participating Teachers Regarding What Other School Personnel They Would Recommend to Attend the Field Sessions

Personnel	Date first attended field sessions									
	Spring 1967		Fall 1967		Fall 1968		Certified		Non-certified	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Speech clinician	139	29	90	21	63	26	169	42	123	37
Regular teachers	118	50	81	30	53	36	144	67	111	49
Psychologist	113	55	74	37	50	39	139	72	98	62
Superintendents	97	71	71	40	57	32	131	80	93	67
Consultants for mentally retarded	63	100	46	65	42	47	87	124	72	88
Directors of special education	55	113	28	83	32	57	66	145	48	112

SECDC Materials

The curriculum materials developed by SECDC were frequently viewed by persons not directly involved in the project as the major product of the SECDC effort. While the materials were important, the group interaction through the field sessions and the materials combined to make up the product. Certainly most of the staff effort went into the development of materials but as will be pointed out later, the participating teachers viewed both the group meetings and the materials as essential to the in-service experience.

When asked to evaluate the quality of the SECDC materials on a five-point scale from "very good" to "very poor," 108 of the 158 teachers responding who attended all three years of the project rated the quality of materials as "very good." The ratio of teachers who attended the last two years and the last year only rating the materials "very good" was similar. However, the teachers who attended only the last year of the project were somewhat more critical of the materials although they, in general, were positive in their ratings. For example, of the eighty-six teachers responding to this item who attended only during the last year of the project, forty-six gave the materials a rating of "very good," twenty-eight gave them a 2 rating, ten a 3 rating and two a 4 rating. The total group of participating teachers and the total group of consulting teachers were very similar in their responses to the quality of the materials. On a five-point scale only three persons rated the materials below a 3 rating. When the consulting teachers were compared by years of service there was strong agreement in rating the materials "very good." See Table 42 for a breakdown of responses to this item.

TABLE 42

Evaluation of SECDC Materials

by Participating Teachers

Quality rating	Date first attended field sessions			Certified	Non-Certified
	Spring 1967	Fall 1967	Fall 1968		
1 Very good	108	63	46	122	99
2	41	33	28	64	39
3	9	10	10	16	19
4	0	1	2	1	1
5 Very poor	0	0	0	0	0

In addition to the survey conducted during the initial stages of the project by the SECDC staff relative to teacher-perceived instructional problems, the staff also closely monitored the monthly reports of the consulting teachers in an attempt to keep the selection of topics pertinent to the interest of the participating teachers. In an attempt to appraise the appropriateness of the topics to the teachers in the field, the participating teachers were asked to rate the overall topics of the materials on a five-point scale. Again we find a trend on the part of the participating teachers for those attending only during the last year to be somewhat more critical. However, the response was still positive as will be noted in Tables 43 and 44. When the responses of the participating teachers were compared according to the date they first attended the field sessions, relative to the evaluation of the topics, the chi-square value was significant at the .05 level. However, the size of the chi-square value was partially due to the small frequency value of some cells. In general, the participating teachers as well as the consulting teachers were very positive relative to the topics on which the materials were developed. When the responses of the consulting teachers were compared on the basis of years served as consulting teachers, only one three-year consulting teacher and one consulting teacher who served during the last year failed to rate the materials as "very good."

TABLE 43

Evaluation of Material Topics by Participating Teachers

Quality rating	Date first attended field sessions			Certified	Non-Certified
	Spring 1967	Fall 1967	Fall 1968		
1 Very good	127	70	47	136	110
2	23	23	22	41	20
3	10	16	16	25	16
4	0	1	1	2	0
5 Very poor	0	0	0	0	0

TABLE 44

Evaluation of Material Topics by Consulting Teachers and Participating Teachers

Rating	Participating teacher	Consulting teacher	Consulting teacher by years served	
			Three years	Last year only
1 Very good	251	26	5	12
2	72	6	1	1
3	42	1	0	0
4	2	0	0	0
5 Very poor	0	0	0	0

The participating teachers were also asked to indicate whether or not the materials were relevant to their teaching situations. Three hundred and ten participating teachers responded that they were not. Only one consulting teacher indicated that the materials were not relevant. When the participating teachers' responses to this item were compared on the basis of the date on which they began attending the field sessions, there was a slight tendency on the part of the teachers attending only last year to be more critical. However, even during the last year the response was sixty-six "yes" and thirteen "no" to the question of relevancy. See Tables 45 and 46 for a breakdown of the responses to this item. It should be noted that teachers from the primary through secondary levels as well as teachers of the trainable attended the field sessions. The materials were designed to be applicable, at least somewhat to all teachers. In some cases materials were geared to a specific age level such as the junior high. However, most of the materials presented information and teaching ideas at all age levels.

TABLE 45

Relevancy of Material to Teaching Situation as

Perceived by Participating Teachers

Were materials relevant to your teaching situation?	Date first attended field session			Certified	Non-Certified
	Spring 1967	Fall 1967	Fall 1968		
Yes	148	86	66	176	126
No	12	14	13	17	22

TABLE 46

Relevancy of Materials to Teaching Students as Perceived

by Consulting Teachers and Participating Teachers

Were materials relevant to your teaching situation?	Participating teacher	Consulting teacher	Consulting teacher by years served	
			Three years	Last year only
Yes	310	31	5	14
No	40	1	1	0

Although the materials were designed to include activities and ideas which the teachers could not immediately employ in their teaching, it was not intended that the teachers would specifically follow the materials and immediately begin to use them in their daily teaching. Rather, the object was to provide the teachers information on suggested content and teaching activities on the topics selected. For the most part, the materials provided the teachers with a point of departure. Since the materials were distributed through field sessions which were held throughout the school year, the teachers had already embarked on their instructional plans for the year prior to receiving the materials. In spite of this factor, the frequency with which the materials were used by both the consulting and participating teachers, was remarkably high. The teachers were asked to rate the frequency with which they used the materials according to the following criteria; "very extensively," "quite frequently," "only occasionally," and "practically never." Of the 369 participating teachers responding to this item, only fifteen indicated that they practically never used the materials. Whereas, 248 indicated that they used the materials either "quite frequently" or "very extensively." When the responses of the participating teachers were compared on the basis of the date which they first began attending the field sessions, the highest rate of frequency was observed on the part of those teachers who attended all three years and the smallest rate of frequency on the part of those who participated only during the last year of the project.

In reviewing the monthly reports of the consulting teachers relative to the use of the materials, it was noted that once the teachers received the materials and had a chance to review them that they then began looking for opportunities in which to incorporate the SECDC materials into their instructional programs. For this reason there was generally a lag between the time they received the materials and the time they began to use them in their classrooms. As noted in Table 48, all but three of the consulting teachers rated their use of the materials as "quite frequently" or "very extensively." Table 49 contains data comparing the use of the materials by certified and non-certified teachers. The results indicate that while the frequency of use was a little bit high for the certified teacher, the difference was not significant.

TABLE 47

Frequency Materials Were Used by Participating Teachers

Frequency rating	Date first attended field session			Certified	Non-Certified
	Spring 1967	Fall 1967	Fall 1968		
Very extensively	13	6	4	9	14
Quite frequently	109	62	46	132	86
Only occasionally	39	36	28	57	47
Practically never	4	6	5	8	7

TABLE 48

Frequency Materials Were Used by Consulting Teachers and Participating Teachers

Frequency rating	Participating teacher	Consulting teacher	Consulting teacher by years served	
			Three years	Last year only
Very extensively	23	12	3	4
Quite frequently	225	18	3	9
Only occasionally	106	3	0	1
Practically never	15	0	0	0

One of the major concerns on the part of the SECDC staff relative to materials was the influence the materials had on the actual teaching of the teachers who participated in the program. The teachers were asked to indicate the type of influence the use of the materials had on their teaching by reporting either a "positive influence," "no influence," or "negative influence." There was a high degree of agreement among the consulting and participating teachers that the materials had a "positive influence" on their teaching. Only thirty-three of the 359 participating teachers responding to this item felt that the materials had less than a positive influence on their teaching. Only one consulting teacher felt that the materials did not have a positive influence on her teaching. It will be noted, in reviewing the data in Table 49, that when the responses of the participating teachers were compared on the basis of the year they first began attending the field sessions, that a larger proportion of the teachers who attended only the last year felt that the materials did not have an influence on their teaching. However, even in this situation, the ratio was sixty-eight to thirteen in favor of a positive response.

TABLE 49

Influence of Materials on Classroom Teaching

as Perceived by Participating Teachers

Rating of influence	Date first attended field session			Certified	Non-Certified
	Spring 1967	Fall 1967	Fall 1968		
Positive influence	151	96	68	184	135
No influence	9	9	13	18	14
Negative influence	0	1	0	1	0

TABLE 50

Influence of Materials on Classroom Teaching as Perceived

by Consulting Teachers and Participating Teachers

Rating of influence	Participating teacher	Consulting teacher	Consulting teacher by years served	
			Three years	Last year only
Positive influence	326	32	6	14
No influence	32	1	0	0
Negative influence	1	0	0	0

One of the major concerns on the part of the development staff was that the materials not only be practical but be written in a manner which would facilitate use by the special class teacher. The consulting and participating teachers were asked to respond to the following questions which were aimed at assessing the degree to which the staff was successful in designing the materials for immediate use by teachers. "Were the materials self-explanatory?" "Were the materials easy to follow?" "Were the materials too long?" When the responses of the participating teachers were compared on the basis of the date of their first attendance at field sessions and their level of certification, there was a high level of agreement that the materials were self-explanatory and were easy to follow. See Table 51. While these same groups of teachers felt that the materials were not too long, the agreement was less decisive. The response of participating teachers to the length of materials was of concern to the SECDC staff because several of these publications exceeded 300 pages in length. A special effort was extended on the part of the SECDC staff to organize the materials in such a manner that the length would not distract from the use of the materials. The response of the participating teachers to this item suggests that this was accomplished.

TABLE 51

Useability of Materials as Evaluated

by Participating Teachers

Question	Date first attended field sessions									
	Spring 1967		Fall 1967		Fall 1968		Certified		Non-certified	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Were the materials self-explanatory?	163	1	108	2	84	0	205	1	152	2
Were the materials easy to follow?	157	6	107	1	83	1	197	7	152	2
Were the materials too long?	27	136	17	90	7	73	36	167	17	132

Table 52 includes the responses of the consulting teachers to these questions as well as a comparison between the responses of the consulting teachers and the responses of the participating teachers. The consulting teachers agreed 100 per cent that the materials were easy to follow and were self-explanatory. They varied somewhat in their responses to the length of materials in that four of the thirty-four consulting teachers felt that the materials were too long.

TABLE 52

Useability of Materials as Evaluated by Consulting Teachers and Participating Teachers

Question	Consulting teachers		Participating teachers		Consulting teachers by length of service			
					Three years		Last year only	
	Yes	No	Yes	No	Yes	No	Yes	No
Were the materials self-explanatory?	336	3	34	0	6	0	14	0
Were the materials easy to follow?	358	9	34	0	6	0	14	0
Were the materials too long?	54	308	4	30	0	6	2	12

The physical construction of the curriculum materials varied during the three years. The first two publications developed by the SECDC staff were mimeographed and distributed in loose-leaf form. This approach presented problems in terms of the type of materials that could be reproduced as well as problems relative to keeping the materials organized. The teachers had to supply their own loose-leaf notebooks in which to keep the materials. In the fall of 1967, the materials were produced on offset and bound with a tape binding. During 1968, it was found that many of the teachers preferred a spiral binding rather than a tape binding, thus when feasible, the spiral binding was utilized in 1968. A further change was made after the project was concluded and beginning with the first publication during the continuation phase as a State service supported by State funds in 1969. The new approach involves varityping the materials and use of columns. The new approach has resulted in the possibility of using more illustrations, a greater variance in type, and the ability to produce a larger amount of information on fewer pages.

The decisions relative to these changes were derived from comments made by the participating teachers, as well as from consulting teachers through their monthly reports. Because of these changes throughout the duration of the project it is a little difficult to interpret the data reported in Tables 53 and 54 relative to the construction quality of the materials. The participating and consulting teachers were asked to rate the construction quality of the materials on a five-point scale from "very good" to "very poor." As noted in Tables 53 and 54, there is considerable agreement among the teachers in all comparisons relative to the quality of the material. They, in general, were satisfied with the construction of the materials, however, there was considerable variance in terms of their degree of satisfaction. It should be pointed out that their assessment of the construction quality does not include the new approach which was implemented after the conclusion of the demonstration project.

TABLE 53

Construction Quality of Materials as Evaluated by

Participating Teachers

Rating	Date first attended field session			Certified	Non-certified
	Spring 1967	Fall 1967	Fall 1968		
1 Very good	79	55	39	97	79
2	38	24	22	54	31
3	35	28	24	51	35
4	5	2	2	3	6
5 Very poor	1	1	0	0	2

TABLE 54

Construction Quality of Materials as Evaluated

by Consulting Teachers and Participating Teachers

Rating	Participating teacher	Consulting teacher	Consulting teacher by years served	
			Three years	Last year only
1 Very good	180	12	2	6
2	87	9	2	5
3	88	12	2	2
4	9	0	0	0
5 Very poor	2	0	0	0

Table 55 contains the responses of the participating teachers relative to their evaluation, on a five-point scale of the format followed in the SECDC materials. The majority of participating teachers in each group rated the format as "very good." However, the proportion of teachers giving the format this rating was considerably less in the 1967 and 1968 groups than for those who attended all three years. When the teachers were compared on the basis of their level of certification there was little difference between the two groups with both giving the format a favorable rating. It should be pointed out that the format of the materials was basically similar regardless of the document being developed. However, each document employed a somewhat different format. There was an attempt to be reasonably consistent in the format of the materials, however, this was accomplished not at the expense of the nature of the material being developed. For example, the document on *Arithmetic* varied considerably in design from the document on *Homemaking*. However, both included major sections which were developed on the same format.

TABLE 55

Format of Materials as Evaluated by Participating Teachers

Rating	Date first attended field session			Certified	Non-certified
	Spring 1967	Fall 1967	Fall 1968		
1 Very good	105	56	40	110	94
2	42	34	29	64	42
3	11	19	17	29	16
4	1	0	1	1	1
5 Very poor	0	0	0	0	0

TABLE 56

Format of Materials as Evaluated by Consulting

Teachers and Participating Teachers

Rating	Participating teacher	Consulting teacher	Consulting teacher by years served	
			Three years	Last year only
1 Very good	208	20	4	9
2	108	11	2	3
3	48	2	0	1
4	2	0	0	0
5 Very poor	0	0	0	0

The starter unit concept was developed as a means of providing information to teachers on topics in such a manner that they included not only the content information, but suggested teaching activities. The starter units were intended to start the teacher in preparing materials on the topic but not to present her with a package which was all-inclusive of materials necessary to teach the topic. Twice during the three year project a separate document containing selection of starter units were produced and distributed. The majority of curriculum documents developed by SECDC also contained sample starter units. The starter units were included in the broader curriculum topics as a means of illustrating how those topics could be developed into units if the teacher chose this approach.

Table 57 compares the responses of the participating teachers by the date they first attended field sessions and by level of certification to a question regarding whether or not they had used the starter units developed by SECDC. The chi-square value derived from analysis of the teachers' responses by date they first attended the field session was significant at the .01 level. Proportionately, more teachers who attended the project for the three years appeared to be using the starter units than those who attended only the last year of the project. This is not surprising since the bulk of the starter units distributed during the third year of the project were distributed in the second semester. This means that they had relatively little time to use them. The variance observed among the three groups of teachers relative to use of the starter units suggests that there was a lag time between when they received the starter units and when they are able to put them into use. The fact that the teachers who participated all three years used the starter units extensively indicates that they are ultimately put to use in their classrooms. When the teachers were compared by level of certification approximately the same per cent of certified teachers used the starter units as non-certified teachers. Approximately the same per cent of consulting teachers reported using the starter units as participating teachers.

TABLE 57

Use of Starter Units by Participating Teachers

Have you taught starter units?	Date first attended field session			Certified	Non-certified
	Spring 1967	Fall 1967	Fall 1968		
Yes	125	77	48	145	107
No	36	28	39	57	48

TABLE 58

Use of Starter Units by Consulting Teachers and Participating Teachers

Have you taught starter units?	Participating teacher	Consulting teacher	Consulting teacher by years served	
			Three years	Last year only
Yes	256	23	4	11
No	108	10	1	3

When asked whether or not they felt the starter units were of help to them, 314 of the 321 participating teachers responding to this item reported "yes." Table 59 reports the responses of the participating teachers to this item according to the date they first attended the field sessions and also in terms of level of certification. In both groups there was remarkable agreement in support of the helpfulness of the starter units to them in their teaching.

TABLE 59

Helpfulness of Starter Units as Perceived

by Participating Teachers

Were starter units helpful?	Date first attended field session			Certified	Non-certified
	Spring 1967	Fall 1967	Fall 1968		
Yes	149	93	72	182	138
No	2	3	2	5	2

The target group of the project was primarily special class teachers and not building principals nor other administrative personnel. While only teachers and directors directly received the curriculum publications, they were encouraged to share their materials with their building principals and/or other administrative personnel. Eighty-nine of the 219 building principals responding to the item relative to whether or not they had had an opportunity to review the SECDC curriculum publications, reported that they had. Table 60 compares the principal group on the basis of their familiarity with the SECDC publications and the degree to which they felt they were informed on the SECDC project. The data points out that those principals familiar with the SECDC material were also those principals who felt they were sufficiently informed on the SECDC project. There is also a tendency for those principals who were not familiar with the SECDC materials to rate themselves as being completely uninformed of the SECDC project.

The principals were also asked for their reaction to the materials. They were asked to check whether they felt the materials were (1) "in general, practical and geared to the needs of the teachers," (2) "in general, practical but inappropriate for their teachers," or (3) "not of much value." When their responses to these three criteria were compared with the degree to which they felt they were sufficiently informed on the project were also those principals who rated the materials as "in general, practical and geared to the needs of the teachers." See Table 61.

TABLE 60

Familiarity of Building Principals with SECDC Materials

Have you had an opportunity to review the SECDC curriculum publications?	Familiarity of principals with SECDC in-service project		
	Sufficiently informed	Moderately informed	Completely uninformed
Yes	62	54	5
No	9	65	24

TABLE 61

Evaluation of SECDC Materials by Principals

If yes, what has been your reaction to the materials?	Familiarity of principals with SECDC in-service project		
	Sufficiently informed	Moderately informed	Completely uninformed
In general, practical and geared to the needs of teachers.	58	52	4
In general, practical but inappropriate for your teachers.	2	2	1
Not of much value.	0	0	1

When asked to indicate the degree to which they felt that their teachers used the SECDC materials, the majority of building principals felt that their teachers used the materials extensively when they are working on a topic covered by the SECDC materials. Only eight principals felt that the materials were seldom used. Table 62 presents the comparisons of principals' responses to the use of the materials by teachers relative to the degree to which the principals felt they were sufficiently informed, tended to feel that their teachers used the materials more than those who were not as informed on the project.

TABLE 62

Principals' Estimates of Teacher-Use of SECDC Materials

To what extent do you feel the majority of your special class teachers have used the SECDC materials?	Familiarity of principals with SECDC in-service project		
	Sufficiently informed	Minimally informed	Completely uninformed
Extensively when they are working on topics covered by SECDC materials	39	29	3
Occasionally	26	66	7
Seldom	3	5	0
Unable to respond	4	16	18

As illustrated in Table 63, the vast majority of the principals felt that it would be helpful if they were provided copies of the SECDC curriculum publications. You will observe that the less informed the principals were of the SECDC project, the stronger they felt it would be helpful that they received copies of the materials.

TABLE 63

Principals' Views on Receiving Copies of Materials

Would it be helpful if principals were also provided copies of the SECDC curriculum publications?	Familiarity of principals with SECDC in-service project		
	Sufficiently informed	Minimally informed	Completely uninformed
Yes	58	113	28
No	12	3	1

The directors of special education received copies of all SECDC publications. These were mailed to them prior to the field sessions conducted in their area. The directors agreed 100 per cent that the materials were, in general, practical and geared to the needs of the teachers. When asked to indicate the degree to which their teachers used the materials, 66 per cent felt that the materials were extensively used by their teachers when they were working on topics covered by the SECDC materials. Twenty-nine per cent felt that they were occasionally used and one director or three per cent estimated that they were seldom used. The feedback received via correspondence from the directors as well as through the consulting teachers indicated that the directors were very positive relative to the materials.

TABLE 64

Directors' Estimates of Teacher-Use of SECDC Materials

To what extent do you feel the majority of your teachers have used the SECDC materials?	Number	Per Cent
Extensively when they are working on topics covered by SECDC materials.	23	65.7
Occasionally	10	28.6
Seldom	1	2.9
No response	1	2.4

SECDC Model

The evaluation results relative to the major elements of the SECDC model, namely, the utilization of in-service field sessions as a method of interaction among teachers, the orientation of consulting teachers through quarterly training sessions, and the development of materials specific to the needs of special class teachers of the mentally retarded, have been previously presented in this chapter. These results combine to represent an evaluation of the SECDC model. However, the presentation of evaluation data according to the four major functions of the SECDC model have focused on details rather than the global impact of the model. This section will present findings germane to the overall in-service training model. The perspectives of participating teachers, consulting teachers, building principals, and directors of special education will be reported.

One of the concerns which led to the development of the SECDC program was the general lack of in-service training designed specifically for teachers of the mentally retarded. There, of course, were teachers in some areas of the State of Iowa which were asked to rate the SECDC in-service training relative to other in-service training programs they had participated in. The following three choices were offered; "SECDC was superior," "SECDC was equal," or "SECDC was of less value." Table 65 contains a comparison of the response of the participating and consulting teachers. This table also contains a comparison of the responses on the part of participating teachers relative to the date they first attended the field sessions, by conditions of their teaching situations, and level of certification. It should be noted, relative to the variable pertaining to their teaching situation, that the teachers were asked to rate their present teaching situation as "very good," "average" or "inadequate."

Of the total group of participating teachers, 161 rated SECDC as superior, 92 as equal, with only 16 rating SECDC as being of less value to them. Twenty-five of the consulting teachers rated SECDC as superior, with three rating SECDC as equal. One hundred-one participating teachers and six consulting teachers reported that SECDC was the only in-service training that they had while teaching the mentally retarded.

In reviewing the responses of participating teachers relative to the date they began attending field sessions, it can be observed that the teachers who began in the spring of 1967 and the fall of 1967, were in agreement that the SECDC program was superior to other in-service training they had participated in. However, those teachers who began in the fall of 1968 and participated only during the last year varied considerably. Fifteen rated SECDC superior, twenty-seven indicated that it was equal to other in-service training they had participated in, and seven felt that the program was of less value. The number of teachers in the three attendance groups who reported that SECDC was the only in-service training service they had received was approximately equal.

When the responses of participating teachers were categorized according to the conditions of their teaching situation, the vast majority of teachers considering their situation as very good rated "SECDC as superior;" whereas only 50 per cent of those who considered their situation as inadequate rated the program as superior to other in-service training programs. There was a definite trend for those teachers who rated their situations as average or very good to rate the SECDC program higher than those teachers who considered their teaching situation inadequate. On the basis of certification, 101 certified teachers rated SECDC as superior, 52 as equal, and 11 felt that SECDC was of less value. Whereas, fifty-eight of the non-certified teachers rated SECDC superior, thirty-nine as equal, and four as being perceived of less value.

TABLE 65

Evaluation of SECDC Program as Compared to Other In-Service Training Programs

Rating	Major population		Participating teachers							
			Date first attended field sessions			Condition and teaching status			Level of certification	
	Partici-pating teachers	Consult-ing teachers	Spring 1967	Fall 1967	Fall 1968	Very good	Aver-age	Inade-quate	Certi-fied	Non-Certi-fied
SECDC was superior	161	25	92	47	15	74	71	12	101	58
SECDC was equal	92	3	35	26	27	39	40	10	52	38
SECDC was of less value	16	-0-	6	3	7	7	7	2	11	4
SECDC was the only in-service training we have had	101	6	34	33	33	37	58	6	44	53

The SECDC program was not intended to replace existing in-service training programs for teachers of the mentally retarded nor to discourage the development of new programs locally. In an attempt to ascertain the availability of other types of in-service training offered special class teachers during the time period of the project, participating teachers were asked whether or not their present administrators provided them an opportunity to participate in other in-service training geared to the needs of special class teachers. Fifty-one per cent of the participating teachers reported that their administrators did provide them opportunities to participate in other in-service training. This is in contrast to the 27 per cent who reported that prior to SECDC they did not receive any in-service training designed specifically for them. These results suggest that there was a greater attempt to provide in-service training for special class teachers of the mentally retarded during the duration of the project in addition to SECDC services than prior to the initiation of the project. However, when the responses of the participating teachers, relative to the availability of in-service training provided by their present administrators, is compared with the date they first attended SECDC field sessions, it can be observed that a smaller proportion of those teachers attending the last year only received less of an opportunity to participate in other in-service training than those who attended the succeeding two years. This might suggest that as SECDC became more established there was less tendency to continue outside in-service training programs. See Table 66 for this comparison as well as the responses of participating teachers relative to level of certification.

TABLE 66

Provision of Other In-Service Training

Experiences by Present Administrators

Have your present administrative personnel provided you an opportunity to participate in other in-service training general and special class teachers?	Participating teachers				
	Date first attended field sessions			Level of certification	
	Spring 1967	Fall 1967	Fall 1968	Certified	Non-certified
Yes	88	54	38	105	80
No	76	51	46	98	74

When asked whether or not the basic SECDC services should be continued 100 per cent of the participating and consulting teachers responded yes. Many teachers also made positive comments on their questionnaires relative to their feelings regarding the continuation of the SECDC services. The two basic services of SECDC centered around the field sessions conducted by the consulting teachers and the SECDC materials developed by the staff. While the field sessions and the materials were considered by the project staff as a single service there were those teachers who desired copies of the materials but who were not participating in the field sessions. The participating and consulting teachers were asked to respond to an item which asked them to state whether they preferred that (1) the "materials but not the field sessions be continued," (2) the "field sessions but not the materials be continued," or (3) "both field sessions and materials be continued" in the future. Table 67 presents the responses of the participating and consulting teachers to this item. It will be noted that 100 per cent of the consulting teachers felt that both the field sessions and materials should be continued. Three hundred twenty-three participating teachers favored continuing both the field sessions and materials; forty-six felt that the materials but not the field sessions should be continued; and five felt that the field sessions but not the materials should be part of the continuation program. When the participating teachers' responses were compared on the basis of the date on which they first began attending the field sessions, there was general agreement that the field sessions and the materials should both be continued. The participating teachers were in similar agreement when their responses were categorized according to level of certification.

TABLE 67

Recommendations on Which SECDC Functions Should Be Continued

Functions	Major population		Participating teachers				
			Date first attended field sessions			Level of certification	
	Partici-pating teacher	Consult-ing teacher	Spring 1967	Fall 1967	Fall 1968	Certi-fied	Non-Certi-fied
Materials but not field sessions	46	-0-	23	11	11	27	17
Field sessions but not materials	5	-0-	2	3	-0-	2	3
Both field sessions and materials	323	34	142	96	74	180	137

In terms of whether or not there were aspects of the SECDC model which should be changed, the participating teachers were not as decisive in their responses. As it will be noted in Table 68, twenty-five of the thirty consulting teachers responding to this item felt that there should be no change; whereas, of the 255 participating teachers responding to this item, 116 felt that there should be some change. When the responses of the participating teachers were analyzed relative to the date they first attended field sessions, the evaluation of their teaching situations, and by level of certification, the majority in each case felt that there should be no change. The only exceptions were those teachers who began attending during the last year of the project in which thirty felt that no change was warranted. In terms of those teachers who considered their teaching situation as inadequate, thirteen felt that there should be changes and eight felt that no change was warranted. Space was provided on the questionnaire for teachers to elaborate on their recommended changes. When these comments were reviewed, it was observed that the vast majority of changes mentioned related to factors such as; length of field sessions, distance required to travel, and the time in which the field sessions were held. However, there was no definite pattern to suggest that any particular change was a major concern.

TABLE 68

Recommendations on Aspects of SECDC Which Should be Changed

Are there aspects of SECDC which should be changed?	Major population		Participating teachers							
			Date first attended field sessions			Condition and teaching status			Level of certification	
	Partici-pating teachers	Consult-ing teachers	Spring 1967	Fall 1967	Fall 1968	Very good	Aver-age	Inade-quate	Certi-fied	Non-certi-fied
Yes	116	5	47	35	30	47	55	13	65	48
No	139	25	77	30	27	65	61	8	78	60

Although the services provided by SECDC were circumscribed by the objectives established for the project at the time the grant was applied for, it was of concern to the staff that an attempt be made to identify additional services which teachers felt should be provided through the continuation program. As illustrated in Table 69, slightly over 50 per cent of the participating and consulting teachers felt that additional services should be provided. In reviewing the responses of the participating teachers relative to the date of first attendance it was interesting to note that the majority of those teachers who participated only during the second and thired years of the project felt that additional services should be included. The same pattern of response was observed in terms of the participating teachers' responses when compared on the basis of their teaching situation. The majority of teachers who rated their situation as very good felt that no additional services were warranted. However, the majority of those who felt their situation was average or inadequate, felt that additional services were necessary. The certified and non-certified teachers disagreed on this response. The majority of certified teachers felt that no additional services were necessary whereas the majority of non-certified teachers felt that additional services should be provided. In reviewing the comments recorded on the questionnaires, the major recommendation for additional service centered on the provision of materials for teachers of the trainable mentally retarded as well as for greater emphasis on the trainable mentally retarded during the field sessions. Another category of comments related to the need for more attention given to management-type problems as well as professional relationships among special and general education personnel. There were also a number of suggestions pertaining to the role of the building principal and the director of special education in the procurement of materials. It was implied in these suggestions that SECDC might somehow attempt to effect a change with more consideration being given to the requests of the special class teachers in this area.

TABLE 69

Recommendation on Whether or Not Additional Services Should be Added to SECDC

Are there additional services which should be added?	Major population		Participating Teacher							
			Date first attended field sessions			Condition and teaching status			Level of certification	
	Partici-pating teachers	Consult-ing teachers	Spring 1967	Fall 1967	Fall 1968	Very good	Aver-age	Inade-quate	Certi-fied	Non-certi-fied
Yes	113	17	53	35	22	44	56	12	64	48
No	112	15	63	29	19	47	53	6	74	37

The participating teachers were asked to indicate their understanding of the SECDC program by responding to the following: "good understanding," "some understanding," or "little understanding." While the vast majority of participating teachers indicated that they had good understanding of the SECDC program there was a definite trend when the responses were reviewed relative to the date the participating teachers first began attending field sessions. One hundred thirty-three of the 163 participating teachers responding to this item who began attending the field sessions in the spring of 1967 indicated they had a "good understanding" of the project. (See Table 70) However, the proportion of participating teachers indicating "good understanding" decreased for those teachers who began during the second year and particularly for those teachers who attended only during the third year of the project. The majority of the teachers who attended only the last year of the project indicated they had "some understanding." When asked if they were aware that SECDC was cooperatively funded by the U. S. Office of Education, The Iowa State Department of Public Instruction, and The University of Iowa, a similar pattern of responses were observed. As Table 71 points out, the majority of participating teachers were aware of this cooperative involvement. However, the proportion of teachers who indicated that they were aware of the cooperative involvement decreased from those participating all three years to those who were in attendance only during the third year of the project.

TABLE 70

Participating Teachers' Understanding of SECDC

How well do you feel you understand SECDC?	Date first attended field sessions		
	Spring 1967	Fall 1967	Fall 1968
Good understanding	133	76	37
Some understanding	29	32	47
Little understanding	1	2	5

TABLE 71

Participating Teachers' Knowledge of SECDC Funding

Have you been aware that SECDC was co-operatively funded by the U.S. Office of Education, Iowa Department of Public Instruction, and The University of Iowa?	Date first attended field sessions		
	Spring 1967	Fall 1968	Fall 1968
Yes	158	99	67
No	9	10	22

A number of approaches were developed as a means of disseminating information on SECDC to the participating teachers. These sources included field sessions, word-of-mouth from special class teachers, SECDC *Newsletter,* SECDC correspondence from the staff, and special education administrators. The participating teachers were asked to rate these five sources on a five-point scale with the rating 1 indicating most helpful and the rating of 5 meaning least helpful. The results of these ratings appear in Table 72. It will be noted that the field sessions were rated considerably more important than all other sources as a source of information on SECDC. Other teachers were rated second and special education administrators last. It should also be pointed out that sixty-seven teachers failed to respond to the item regarding special education administrators as a source of help. This is by far the largest number of omissions to a response on this item.

TABLE 72

Source of Information on SECDC as Rated by Participating Teachers

Source	Ratings*					$\overline{X}$ rating	n
	1	2	3	4	5		
Field Sessions	265	38	30	12	11	1.46	356
Other teachers	40	126	56	60	45	2.83	327
Newsletter	12	66	82	95	63	3.21	348
SECDC correspondence	24	58	97	83	60	3.30	322
Special education administrators	24	37	54	63	135	3.79	313

*1 = most helpful; 5 = least helpful.

The rate of attendance by participating teachers at the field sessions was considered a major factor in the evaluation of the model. Participation was voluntary, thus they could elect to participate. They could also choose to discontinue attendance at any time. Since many teachers requested that their superintendent be notified annually of their participation, attendance records were kept. Each year teachers were asked to register. Once registered they were considered as participating teachers and their attendance was recorded at each field session. Table 73 reports the attendance pattern for the three years of the project. In spite of the scheduling problems, the rate of attendance was exceedingly high. The enrollment increased from 508 in the spring of 1967 to 807 in the fall of 1969. The average attendance per session of field sessions increased during the same period from 459 to 677. Specifically, 459 was an average of teachers attending in the spring of 1967 and an average of 589 teachers throughout the 1967-68 school year attended the full session monthly. The number of field sessions were decreased to six per year in 1968 due to the problems encountered in scheduling around semester break, opening, and closing of the school year. These figures do not include the numbers of consulting teachers, regular teachers, directors, and other personnel who attended these sessions.

When the average attendance figures are compared with the enrollment total the rate of attendance was very high. Rarely did any teacher miss more than once per year. The reasons for missing generally related to illness, weather, or conflicts such as extension courses.

TABLE 73

Attendance Pattern of Participating Teachers at Field Sessions

Year	Enrollment	Average attendance at monthly field sessions	Average attendance excluding bad weather months
Spring 1967	508	459	20 effect
1967-68	686	589	592
1968-69	747	538	578
Fall 1969	807	677	No effect

TABLE 74

Evaluation of SECDC Program by Building Principals According to Degree of Familiarity With the Project

Based on your information of the SECDC program what has been your response?	Familiarity with SECDC in-service project		
	Sufficiently informed	Moderately informed	Completely informed
Highly positive	22	11	1
Positive	42	67	4
Noncommittal	3	19	1
Negative	2	2	1

As previously mentioned, building principals were not considered part of the target group. However, a number of principals did attend the field sessions and a much larger number became involved through their special class teachers or through contact with the SECDC staff. Of the principals surveyed, 34 rated their response to SECDC as highly positive, 113 as positive, 23 as non-committal, and only 5 reported a negative response. Table 74 compares the responses of principals relative to their familiarity with the SECDC project. The principals were asked to rank themselves as being "sufficiently informed," "moderately informed," or "completely uninformed" on the SECDC project. It can be observed in Table 74 that the largest proportion of principals rating the project "highly positive" were the most informed. The least proportion number of principals rating the project as "highly positive" were those who consider themselves completely uninformed.

The principals were also asked to indicate what they felt was the response of their special class teachers to the SECDC program. Of the 194 principals responding to this item, 60 indicated that their teachers' responses were highly positive, 101 indicated that they were positive, 27 felt that they were non-committal and 6 indicated that they thought their teachers were negative toward the project. The responses of the building principals to this item relative to the degree of familiarity with the project, are presented in Table 75.

TABLE 75

Principals' Estimate of Teachers' Responses to SECDC

Program Based on Familiarity of Principals With SECDC

What do you feel has been the response of your special class teachers to the SECDC in-service training program?	Familiarity with SECDC in-service project		
	Sufficiently informed	Moderately informed	Completely informed
Highly positive	32	25	3
Positive	32	67	2
Noncommittal	5	17	5
Negative	3	3	0

As previously stated, the building principals were not part of the target population of the project. However, an attempt was made to keep them informed. Five basic sources were utilized. These included the SECDC *Newsletter,* SECDC communications primarily in the form of correspondence, special class teachers working with the building principals, consultants for the mentally retarded assigned to the principal's area, and directors of special education working directly with the building principals. The principals ranked their special class teachers as the most important source of information followed by the SECDC *Newsletter,* SECDC communications, directors of special education and consultants for the mentally retarded. Table 76 presents the mean values in ranking the ratings according to the familiarity of the building principals with the SECDC program.

TABLE 76

Ranking of Sources of Information on SECDC

as Perceived by Building Principals*

Source	Familiarity of principals with SECDC					
	Sufficiently informed		Moderately informed		Completely informed	
	n	x	n	x	n	x
Special class teachers	70	3.49	104	4.48	12	4.92
SECDC Newsletter	62	3.29	82	3.20	33	3.00
SECDC communication	65	3.25	82	2.84	13	2.85
Directors of special education	47	2.62	80	3.23	12	2.83
Consultant for the mentally retarded	39	2.69	58	2.69	10	2.50

*A rating of 5 indicates a high rating; 1 indicates a low rating.

All of the directors of special education rated their responses to the SECDC program as either positive or highly positive. Twenty-two of the thirty-five directors rated the responses highly positive. When asked to indicate what they felt the general response of their teachers was to the SECDC program, seventeen indicated that they felt that their teachers' responses were highly positive, while eighteen felt that they were positive. None of the directors felt that their teachers were negative toward the program. Seven of the directors of special education felt that they were not sufficiently informed regarding the SECDC project during its early development. However, when asked whether or not they were kept sufficiently informed during the duration of the project, thirty-one or 88.6 percent of the directors replied that they felt that they were sufficiently informed. Only four indicated that they would have preferred more information during the duration of the project. All of the directors demonstrated knowledge of the cooperative involvement of The University of Iowa, the Iowa State Department of Public Instruction, and the U.S. Office of Education in the project. Their responses indicated that they were aware of the sources of funding as well as the general conditions of the grant.

When asked if they favored the SECDC model which uses special class teachers as in-service educators, with the State Department and The University providing support to the consulting teachers, thirty-two of the thirty-five directors responded "yes," one "no" and two did not reply to this item. All but two of the directors of special education felt that the SECDC model could be applied to other areas of special education.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

General Conclusions

The SECDC program was a three year demonstration project aimed at the development of an in-service training model based on the leadership talents of teachers. The model took the form of a system which used special class teachers as in-service educators, state department personnel for coordination, and university personnel for the development of curriculum materials specific to the needs of special class teachers for the mentally retarded. The teachers selected as consulting teachers received training from the project staff at The University of Iowa. They in turn conducted monthly field sessions for teachers from their home areas. The curriculum documents prepared by the project staff served as the focal point for the in-service training sessions. The Iowa State Department of Public Instruction provided coordination of the field sessions and financially invested in the program. The services emanating from the model were evaluated continually through the use of observation reports, videotaping, and questionnaires. The findings reported in this volume are based on the results of four questionnaires administered to the consulting teachers, the participating teachers, building principals, and directors of special education. The questionnaires were designed to assess the overall impact of the SECDC program, as well as to evaluate specific elements of the model.

Responses from the four groups surveyed indicated that the concept of utilizing special class teachers as in-service educators was extremely well received. This high rate of voluntary attendance at the monthly field sessions on the part of the participating teachers provided additional evidence for acceptance of the model. The attendance patterns increased from an enrollment of 508 teachers in the spring of 1967 with an average attendance of 454, to an enrollment of 807 teachers and an average attendance of 677 in the fall of 1969. The attendance figure becomes particularly significant when it is considered that 90 per cent of all special class teachers in Iowa were enrolled in the fall of 1969.

A basic assumption underlying the model was that teachers within their own ranks possessed persons with the necessary leadership talent to conduct a state-wide in-service training program on a sustained basis. The successfulness of the project hinged on the degree to which the teachers selected as consulting teachers would be able to carry through the responsibilities of sustaining our in-service training program. Integral to the role of the consulting teachers were the support services of the Iowa State Department of Public Instruction and the project staff at The University of Iowa.

The consulting teachers reported that their new role gave them increased status and greatly influenced their effectiveness as classroom teachers. In their narrative comments they stated that their administrators viewed them differently in their new role. Many indicated that they were consulted on curriculum planning and for recommendations on procurement of materials and equipment. The majority of consulting teachers also reported that their professional goals had changed during their tenure as consulting teacher in that they would now like to function in a consulting or supervisory role in the future. During the three years of the project five consulting teachers were employed to serve as consultants in their local areas. While it cannot necessarily be stated that their experience as a consulting teacher with the SECDC project was the sole reason for their being employed as consultants, it can be assumed that their experience with SECDC did give their leadership abilities more visibility. The esprite de corps which developed among the consulting teachers was a goal desired by the SECDC staff. It was assumed by the staff from the beginning of the project that much of the effectiveness of the consulting teacher would be dependent upon the amount of enthusiasm and commitment she could generate for her new role. Even though the consulting teachers did receive reimbursement for their expenses and a nominal stipend, the tasks that they were asked to perform were above and beyond their responsibilities of daily teaching.

When asked to assess the logistical aspects of the project relative to specific details involved in organizing their field sessions, the procedures employed by the SECDC staff for mailing materials to them, and the many activities involved in preparing their presentations, they reported that the quarterly training sessions and the support offered by the SECDC staff were sufficiently helpful and appropriate in providing the necessary support.

Since the training sessions represented the major source for disseminating information to the consulting teachers, their assessment of the training sessions was particularly important. They rated the training sessions as very good in terms of overall quality. They felt that the frequency of the sessions was adequate. They also felt that there was sufficient opportunity for them to participate in the sessions and that adequate time was allotted for discussion purposes. During the second and third years of the project consultants for the mentally retarded employed in local districts were also invited to attend. The consulting teachers felt that their attendance did not interfere with the training sessions and actually contributed to a better relationship. These responses indicated that they were very tolerant of situations which, under other conditions, might have been annoying.

The consulting teachers' contacts with the SECDC staff responsible for developing the curriculum materials was limited to the training sessions held quarterly throughout the year, and to correspondence with the project office. They were, however, instructed to phone the SECDC office when they encountered difficulty or needed additional information. The involvement of the SECDC staff in the in-service training sessions conducted by the consulting teachers, was kept at a minimal level. It was felt that the SECDC staff should become involved only when their involvement would enhance the performance of the consulting teachers. Thus, the SECDC staff remained in a supportive role rather than in a role which might usurp the leadership functions of the consulting teacher.

If the concept of teachers providing leadership for their own in-service training was to be tested, then the supporting agencies would have to assume a true supporting role. The activities of the coordinator were perceived by the consulting teachers as being less helpful than some of the more indirect services provided by the cooperating agencies. This does not necessarily imply that the coordinator's functions were not essential. The nature of the project minimized the frequency with which the coordinator could personally attend field sessions conducted by any given consulting teacher. With field sessions being held almost daily throughout the school year, the coordinator found it necessary to design his schedule to attend approximately three sessions per consulting teacher each year. He also served as a troubleshooter when situations occurred in a field session. Under such conditions he altered his schedule which resulted in his working more with some consulting teachers than others. The views of the consulting teachers and the effectiveness of the coordinator suggest that other procedures might be as effective as committing significant resources to the employment of a single coordinator. It may be that a heavier investment in correspondence as well as more time during the training sessions could fulfill much of the coordinating tasks.

When asked to rate the support they received from other educational personnel, the consulting teachers rated the teachers who attended their field sessions as most helpful followed by the special education teachers from their home areas, their principals, and last, their directors of special education. For the most part, they felt that the support for their role was very positive.

The responses of the consulting teachers also were analyzed in terms of length of service as a consulting teacher. The responses of the consulting teachers serving only during the last year of the project were compared with the responses of the six consulting teachers who served throughout the three years of the project. While both groups were very positive toward their role and towards the overall structure of the project the group serving all three years tended to be a little more positive than the group who served only during the third year of the project. Although the difference was not significant enough to warrant major concern, it probably reflects that the SECDC staff, in the initial year, invested more in terms of supporting the consulting teacher and orienting her to her role. During the second and third years there was a tendency to rely somewhat on the veteran group of consulting teachers to provide much of the orientation and to convey the enthusiasm which the SECDC staff had emphasized during the first year of the project. This was particularly noticeable relative to the consulting teachers' knowledge of the SECDC program and its organizational structure. The teachers who served all three years were considerably more knowledgeable than those who served only during the third year of the project. This implies that while the reliance on experienced consulting teachers to help in the basic oreintation and to influence the motivation of the newer consulting teachers was helpful, that the SECDC staff will need to annually go through an orientation procedure aimed at informing the consulting teachers of the basic structure and organizational aspects of the SECDC model. This would become particularly significant as the program is established as an on-going service operated by the Iowa State Department of Public Instruction.

When the participating teachers were asked to assess the role of the consulting teacher from their perspective they overwhelmingly supported the concept of using special class teachers as consulting teachers. They were also equally positive in terms of their satisfaction with the performance of the consulting teachers. They did vary considerably, however, in terms of their knowledge of the training provided consulting teachers by the SECDC staff. While the majority indicated that they were aware that the consulting teacher received such training, a significant proportion were not informed on the nature of this training. A considerable number were not aware that the consulting teachers received a stipend for their efforts.

The directors of special education supported the idea of using special class teachers as in-service educators. They also felt that it was to the advantage of their program when one of their teachers was selected to serve as a consulting teacher. The directors also felt that the experience was meaningful to the teachers selected.

While building principals were also very positive in terms of the role of consulting teachers as in-service educators, their response was somewhat dependent upon how informed they were of the SECDC program. There was a limited attempt on the part of the SECDC staff to orient building principals directly to the SECDC program. In general, the orientation which did take place was of an informal nature through the teachers who attended the field sessions. They assumed the role of informant for their building principals. Short workshops were conducted during the second year of the project for building principals and other administrators. While these were reasonably well attended, the per cent of building principals participating in these workshops was relatively small.

The field sessions represented the vehicle through which the service benefits of SECDC were realized. The curriculum documents were disseminated through the field sessions by the consulting teachers. A major goal of the field sessions was to capitalize on the use of the curriculum documents as a source for discussion and interaction among the participating teachers. The growth in the rate of attendance previously cited is indicative of the participating teachers' responses to the field sessions. In general, the longer the teachers participated in the program, the more positive they were toward SECDC as reflected in their responses to the questionnaire. In addition to tabulating the responses of the total group of participating teachers, their responses were also analyzed according to the date on which they first began attending the field sessions. It was interesting to note that there was a tendency on the part of the teachers who participated all three years of the project to be somewhat more positive in their responses than those who attended during the second and third years of the project. All groups were positive. However, there was a consistent trend in terms of per cent of responses by the three-year teachers rating the various items higher on the positive end of the response scale. For the most part, this was probably due to the fact that the teachers attending all three years of the project had a better sampling of the services provided by SECDC than those who attended only during the third year of the project. When the participating teachers' responses were analyzed relative to level of certification, it was noted that the non-certified teachers tended to vary in their responses more than the certified teachers. It was also observed that when the participating teachers' responses were tabulated relative to the degree to which they perceived their teaching situation as being good, that those teachers who rated their teaching situation as less than adequate tended to vary much more than those who rated their teaching situation as very good or average.

The participating teachers were asked to rate the importance of four major aspects of the field sessions. Those teachers attending all three years of the project rated the presentations by consulting teachers as most important followed by the display of the materials, opportunity to talk about their instructional concerns, and lastly, the presentations by other participating teachers. There was a slight shift in the ratings by teachers who attended only during the last year of the project in that they rated the display of materials most important, followed by the opportunity to talk about their instructional concerns, presentations by consulting teachers, and presentations by other teachers. These four aspects of the field sessions were considered most important by the SECDC staff exclusive of the materials developed as input for the field sessions. When the materials were added to the four aspects the rankings changed considerably. The participating teachers who attended all three years ranked the publications as number one, followed by presentations by consulting teachers, opportunity to talk with other teachers, display materials, and presentation by other participating teachers. There was a minor shift when the responses of the teachers attending only during the last year of the project were considered. They ranked the presentations by consulting teachers as first, then the publications, opportunity to talk to other teachers, presentations by other participating teachers, and the display of materials last. One of the concerns of the SECDC staff centered on the importance of the publications to the effectiveness of the field sessions. It was the goal of the SECDC staff that the publications be an important aspect of the field sessions but not the dominant factor in the value of the field sessions as perceived by the participating teachers. While the presentations by the consulting teachers and the publications were ranked either first or second by the participating teachers based on the length of time they attended the field sessions, the difference in the mean rankings by the participating teachers was very slight. When the participating teachers were asked to recommend which aspects of the SECDC model should be continued they were overwhelmingly in support of continuing all aspects of the SECDC model. In other words, there was no trend toward recommending that the materials only be continued or that the materials be deleted and the interaction during the field sessions be continued.

The participating teachers, as well as the consulting teachers, strongly agreed that the field sessions should be open to other school personnel. They supported opening the sessions to regular classroom teachers, speech clinicians, school psychologists, and superintendents. Opposition, however, was expressed relative to encouraging attendance of directors of special education and consultants for the mentally retarded. The participating teachers also reported that consultants for the mentally retarded and directors of special education were less adequate sources of information on SECDC than the field sessions, SECDC *Newsletter*, other teachers, and SECDC correspondence. While the field sessions would be anticipated as a major source of information, the consultants for the mentally retarded attended the training sessions for the consulting teachers during the last two years of their project. The directors also received all SECDC publications in advance to the training sessions. The perspectives of the participating teachers relative to their relationship with directors of special education and consultants for the mentally retarded regarding the SECDC program are difficult to interpret. Initially, directors and other administrative personnel were discouraged from attending the field sessions in order to allow consulting teachers a little more freedom in their role and also in an attempt to develop a climate in the field sessions conducive to maximum involvement on the part of the participating teachers. However, once SECDC was operational, attendance was opened to directors of special education, consultants for the mentally retarded, and other interested personnel. The restriction on attendance by administrators during the first year of the project could be anticipated to have a possible influence on the relationship perceived by the consulting teachers. However, the consulting teachers rated the administrative support received from the directors and consultants as being positive. The somewhat negative perception on the part of the participating teachers may be due to the administrative relationship inherent in the organizational structure of special education at the local level. In most cases the teachers are subordinate to their building principal, as well as to their director of special education and/or consultant for the mentally retarded. The latter two typically are employed by an intermediate educational agency such as the county board of education or a multicounty board of education rather than the local district which employs the building principal. This may contribute to the somewhat confused relationship reflected in the participating teachers' response. The narrative comments included on the questionnaires by the participating teachers suggested that SECDC might play a role in bringing about more communication among special education administrators, building principals, and special class teachers. Many of their comments related to such things as problems encountered in ordering materials, referral procedures, and curriculum practices. There seems to be some confusion in terms of whom should they go to for particular kinds of help and for program type decisions.

The organizational aspects of the field sessions relative to scheduling length of sessions, location, and general content inherent in the program during the demonstration period were perceived by the participating teachers as being very adequate and no changes were recommended.

The evaluation of the SECDC materials centered on usability as well as on the general features such as format, organization, and physical qualities. The participating teachers reported that the materials were relevant to their teaching situation and that they had a positive influence on their classroom instruction. In terms of the general features of the materials, the majority of teachers were in agreement that the features were satisfactory. It should be pointed out that the physical construction and general format of the materials underwent considerable change during the project. For the most part, these changes were directly related to the improved capabilities on the part of the agency doing the printing. Most of these changes were stimulated by reports from teachers that such changes could enhance their usability in the classroom. The major changes occurred at the end of the first year and at the conclusion of the project. The first change was from mimeographed production of loose-leaf documents to printed bound copy. The second change involved having the materials varityped by the printer rather than prepared on a standard electric typewriter in photo-ready copy by the project staff. These changes resulted in a capacity to produce a better appearing document and greatly reduced the size of the documents. A total of 25 documents ranging in size from 4 to 299 pages were produced during the project.

The materials were routinely distributed to directors of special education. Their assessment was that the materials were in general practical and geared to the needs of teachers. They also felt that they were extensively used by their teachers when working on topics covered by the SECDC materials.

Building principals did not receive the materials directly. Many of them, however, received them through their special class teachers. Those principals familiar with the materials were positive in their reaction.

In response to questions on the overall impact of the program and the general design of the model, all four target groups were positive in their support. It was recommended that the major elements of the model be continued. There was, however, a feeling on the part of the participating teachers that additional services be added to the program. The specific recommendation included expanding the emphasis to include more on the trainable, management problems in the classroom, and professional relationships among general and special educators.

Possible Modifications in Replicating the SECDC Model

A number of alternative approaches can be taken in replicating the SECDC model. The reliance on special class teachers as a main element in the model means that the model can operate on a local, regional, or state level. The type and number of agencies involved in operating the model could vary considerably. During the demonstration phase the University played the key role. In the establishment of the model as an ongoing service in Iowa, the State Department of Public Instruction will be assuming the major responsibility. However, a member of the Special Instructional Materials Center Network could just as easily assume the major role in replicating the SECDC model in any particular state.

The major considerations in modifying the model relate to the nature of the materials which will serve as input and the capabilities of available agencies to carry out the various functions. States interested in implementing the SECDC model should first identify the agencies that would most likely play a role in the program. The task then becomes one of matching the functions which must be carried out, with the capabilities of the selected agencies.

While the model appears to be most applicable on a state-wide basis or in population centers where there are a large number of teachers to be served, the principles inherent in the model could be applied in a local situation with as few as fifty or sixty teachers involved. The model is basically designed to involve a large number of teachers in in-service training through an approach which requires a small basic staff. This is accomplished by making use of consulting teachers as in-service educators.

The SECDC model is not restricted to teachers nor is it restricted to in-service training. For example, the population could be building principals, psychologists, speech therapists, or regular classroom teachers. The major factor is that the people serving as in-service educators be peers of the population group for whom the in-service program is aimed. If the in-service training model is being applied to building principals instead of a consulting teacher you then have a consulting principal. The other elements of the model would apply regardless of the population. The model could also be utilized in an institutional setting to provide in-service training for ward attendants, aides, or recreation workers. In addition to in-service training the model also has potential for retrieving information. For example, consulting teachers could be trained to gather data from teachers attending their field sessions. They could then retrieve the necessary data and submit it back to the central staff. There are many modifications which can be made of the SECDC model.

In replicating the model it is important to point out that while the structure is simple in design there are several principles which were employed and are very basic to the model. To ignore these principles would be to ignore what may be the significant aspects of the model.

The following principles provided the base from which decisions were made relative to designing the model:

1. The teachers are capable of assuming leadership roles in developing their own in-service training systems.
2. That there should be a broad base of agency involvement. However, agencies should be asked to contribute only in the areas where they are best equipped to participate.
3. That teachers should not be asked to carry out the routine administrative tasks essential to sustaining a comprehensive in-service training program.
4. That the subject matter of in-service training should focus on those concerns most relevant to the instructional tasks of teachers.
5. That participation should be voluntary. Rewards for participation should be inherent in the system.
6. That status should be given to in-service training. Status is reflected in the investment made in the program, the value placed on it by administrators, and the degree to which the teacher's participation is made convenient.
7. That the financial support should be shared by all levels of educational agencies.

Recommendations for Continuing the SECDC Model as an Operational Service in Iowa

The response of special educators to the three year demonstration project appears sufficient to warrant recommending continuation of the program as a state supported service. Throughout the project attention was given to matching functions with relevant agency roles. It was assumed unwise to ask an agency to perform a function foreign to its typical role in the spectrum of educational services. In recommending the establishment of SECDC as a state supported service this principle became paramount. While the University offers a variety of services it is not primarily a service agency; whereas service is a basic function of the State Department of Public Instruction.

For purposes of continuation it is recommended that the major function of SECDC be under two domains, i.e., operations and development, with the Iowa State Department of Public Instruction assuming responsibility for operations and The University of Iowa responsible for development. Each domain is briefly defined by function. For a more detailed description see Chapter 6 in Volume I.

Operations:

- General Administration
- Conducting Training Sessions
- Printing Material
- Coordination of Field Sessions
- Orientation of Administrators
- Expansion of Services

Development:

- Development of Material
- Field Testing
- Research
- Participation in Field Sessions
- Curriculum Consultation to State Department

It is further recommended that a small policy board composed of representatives from the field and the two major agencies be established. The role of this board should be to set the policies which govern the operation of the services rendered through SECDC. A broadly based advisory board made up primarily of the consumer. Such a board would be the vehicle through which the needs in the field influence the program.

As the program matures, teachers should be given more responsibility for conceptualizing and sustaining the services emanating through the program. For example, consideration should be given to employing past consulting teachers as regional field coordinators. Teachers, individually, and in small groups, should be trained in the tasks of developing materials so that many of the future materials will be developed by the teachers themselves. The field sessions may also be used as a means of teaching basic skills in research. Such an approach might encourage teachers to do research. At least they might gain more respect for the researcher.

The target group should be expanded to include other special education personnel. As this happens the input will need to be geared to the target group. High priority should be given to strategies of in-service training for administrators. The communication gap between administrators and teachers appears to be very real. It may be that the vision needed by administrators in providing leadership in programming for exceptional children is hindered by their lack of sensitivity as to what the teaching task is all about.

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Appendix A

Survey of Curriculum

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER

SURVEY OF CURRICULUM PRACTICES

A Special Education Curriculum Development Center has been established at The University of Iowa. The objective of the Center will be to *assist special class teachers* of the mentally retarded through the preparation of materials and the conduction of a statewide in-service training program. To ensure the appropriateness of the materials so that they meet the needs of the teachers in the field, it is necessary to solicit suggestions from *you*, the teacher. This questionnaire has been designed so that you play a major role in determining the kinds of materials and programs to be developed at the Center. Every attempt has been made to identify areas of methodology, activities, and materials in which teachers might desire assistance. Although a major portion of the questionnaire is devoted to subject matter areas, this is not to suggest a rigid subject matter approach to the teaching of the mentally retarded. Rather, the format was selected as a logical means of organizing the questionnaire.

To facilitate the effectiveness of our service to you through this project, it is important that you complete and return this questionnaire. *Please read the instructions on the attached sheet before responding to the items.*

SECTION I—GENERAL INFORMATION

(Please Print)

Name .... Social Security No. ....
Last First Middle

Mailing Address .... Sex: M .... F ....

Name of School District .... (..........)
leave blank

Name of County .... (..........) Type of class: Educable ....
leave blank Trainable ....

Level of Preparation Check (√)
Less than BA .... BA .... BA+ .... MA .... MA+ .... Do you hold Endorsement 35?
Yes .... No ....

Teaching Experience
Regular class .... years Years in current position ....
Special class .... years Number of different special class teaching positions you have held ....

Number of special classes in the building in which your class is housed ( ) Educable ( ) Trainable

Total number of special classes in the school district ( ) Educable ( ) Trainable

Enrollment of students in your class Boys .... Girls ....
Age of youngest child Years .... Months ....
Age of oldest child Years .... Months ....

Indicate the level which best approximates the level of your class Check (√)
Primary .... Intermediate .... Junior High .... Senior High ....

Rank from 1 to 4 the four persons from whom you receive the most help. Rank the person giving you the most help as 1.

- Building Principal
- Special Education Director
- Psychologist
- Special Education Consultant
  - State
  - County
  - Local
- School Nurse
- Superintendent
- Curriculum Supervisor
- Fellow Special Education Teachers
- Regular Class Teacher
- Others (list)
- No Help

Indicate the general conditions of your teaching situation (see instructions) (Check one) (√)
1 .... 2 .... 3 ....

SECTION II—EXPERIENCE UNITS

Do you experience difficulty:	No Difficulty				Great Difficulty
1. In selecting unit topics?	1__	2__	3__	4__	5__
2. In writing your own units?	1__	2__	3__	4__	5__
3. In the use of resource materials?	1__	2__	3__	4__	5__
4. In the development of seatwork for use with units?	1__	2__	3__	4__	5__
5. In organizing a number of units into sequence for a yearly plan of work?	1__	2__	3__	4__	5__
6. In handling individual differences while teaching units?	1__	2__	3__	4__	5__
7. In integrating the teaching of basic skills into units?	1__	2__	3__	4__	5__

8. Would it be helpful to have available a selection of prepared units on different levels which you could modify for use in your classroom? __yes __no

SECTION III—SPECIAL SUBJECTS

Do you experience difficulty:	Not Appropriate	No Difficulty				Great Difficulty
1. In selecting appropriate art activities?	( )	1__	2__	3__	4__	5__
2. In selecting appropriate methods for teaching art?	( )	1__	2__	3__	4__	5__
3. In obtaining materials for teaching art?	( )	1__	2__	3__	4__	5__
4. In selecting appropriate music activities?	( )	1__	2__	3__	4__	5__
5. In selecting appropriate methods for teaching music?	( )	1__	2__	3__	4__	5__
6. In selecting physical education activities?	( )	1__	2__	3__	4__	5__

SECTION IV—READING

Teaching Methods (No Difficulty … Great Difficulty)		Not Appropriate	Materials and Student Activities (No Difficulty … Great Difficulty)
1__ 2__ 3__ 4__ 5__	1. Use of basal reading series with mentally retarded children	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	2. Readiness program	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	3. Sight vocabulary	( )	1__ 2__ 3__ 4__ 5__
	Word attack skills		
1__ 2__ 3__ 4__ 5__	4. Phonics	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	5. Structural analysis	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	6. Oral reading	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	7. Reading comprehension	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	8. Grouping for ability differences	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	9. Supplemental reading	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	10. Use of dictionary	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	11. Use of experience charts	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	12. Application of reading to everyday situations	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	13. Recreational reading	( )	1__ 2__ 3__ 4__ 5__

SECTION V—ARITHMETIC

1__ 2__ 3__ 4__ 5__	1. Use of basic arithmetic series in special education classes	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	2. Readiness program	( )	1__ 2__ 3__ 4__ 5__
	Fundamental number processes		
1__ 2__ 3__ 4__ 5__	3. Addition	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	4. Subtraction	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	5. Multiplication	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	6. Division	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	7. Word problems	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	8. Fractions and decimals	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	9. Concept of place value	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	10. Grouping for ability differences	( )	1__ 2__ 3__ 4__ 5__
	Application		
1__ 2__ 3__ 4__ 5__	11. Use of money	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	12. Time	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	13. Measurement	( )	1__ 2__ 3__ 4__ 5__

SECTION VIII—SOCIAL STUDIES

Determining Content to be Included (No Difficulty … Great Difficulty)		Not Appropriate	Materials and Student Activities (No Difficulty … Great Difficulty)
	Basic Areas		
1__ 2__ 3__ 4__ 5__	1. Understanding of home and family	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	2. Understanding of community	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	3. Safety	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	4. Health	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	5. Basic understanding of federal, state, and local government	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	6. Local current events	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	7. State current events	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	8. National current events	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	9. Use of news media	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	10. Historical events	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	11. Sex education	( )	1__ 2__ 3__ 4__ 5__
	Skills, Habits, and Attitudes		
1__ 2__ 3__ 4__ 5__	12. Respect for law and authority	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	13. Wise use of leisure time	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	14. Getting from one place to another	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	15. Grooming	( )	1__ 2__ 3__ 4__ 5__
	Occupational Information		
1__ 2__ 3__ 4__ 5__	16. Development of good work habits and attitudes	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	17. Developing realistic job aspirations	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	18. Process of applying for a job	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	19. Understanding fringe benefits (Social Security, etc.)	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	20. Understanding union membership	( )	1__ 2__ 3__ 4__ 5__

SECTION VI—LANGUAGE ARTS

1__ 2__ 3__ 4__ 5__	1. Listening skills	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	2. Oral vocabulary development	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	3. Improving oral self-expression	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	4. Manuscript writing	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	5. Cursive writing	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	6. Spelling	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	7. Use of telephone	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	8. Following directions	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	9. Letter writing	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	10. Written self-expression	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	11. Business forms (checks, application blanks, etc.)	( )	1__ 2__ 3__ 4__ 5__

SECTION VII—SCIENCE

Determining Content to be Included No Difficulty … Great Difficulty		Not Appropriate	Materials and Student Activities No Difficulty … Great Difficulty
1__ 2__ 3__ 4__ 5__	1. Weather	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	2. Seasons of the year	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	3. Plants	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	4. Animals	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	5. Sun, earth, moon	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	6. Air	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	7. Water	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	8. Conservation of natural resources	( )	1__ 2__ 3__ 4__ 5__

SECTION IX—SEATWORK

		No Difficulty … Great Difficulty
Do you have difficulty in developing meaningful seatwork in the areas indicated?	Arithmetic	1__ 2__ 3__ 4__ 5__
	Language Arts	1__ 2__ 3__ 4__ 5__
	Reading	1__ 2__ 3__ 4__ 5__
	Social Studies	1__ 2__ 3__ 4__ 5__
	Science	1__ 2__ 3__ 4__ 5__
Do you have difficulty in designing seatwork on different ability levels for a particular lesson?	Arithmetic	1__ 2__ 3__ 4__ 5__
	Language Arts	1__ 2__ 3__ 4__ 5__
	Reading	1__ 2__ 3__ 4__ 5__
	Social Studies	1__ 2__ 3__ 4__ 5__
	Science	1__ 2__ 3__ 4__ 5__
Do you experience difficulty in designing seatwork which is varied?	Arithmetic	1__ 2__ 3__ 4__ 5__
	Language Arts	1__ 2__ 3__ 4__ 5__
	Reading	1__ 2__ 3__ 4__ 5__
	Social Studies	1__ 2__ 3__ 4__ 5__
	Science	1__ 2__ 3__ 4__ 5__

SECTION X—PUPIL EVALUATION

	Not Appropriate	No Difficulty … Great Difficulty
Do you experience difficulty:		
1. In reporting pupil progress to parents?		
a) Report cards	( )	1__ 2__ 3__ 4__ 5__
b) Parent conferences	( )	1__ 2__ 3__ 4__ 5__
c) Written narrative reports of pupil progress	( )	1__ 2__ 3__ 4__ 5__
d) Anecdotal records	( )	1__ 2__ 3__ 4__ 5__
2. In developing adequate teacher-made tests for classroom use?	( )	1__ 2__ 3__ 4__ 5__
3. In grading daily assignments?	( )	1__ 2__ 3__ 4__ 5__
4. In determining promotion policies?	( )	1__ 2__ 3__ 4__ 5__

SECTION XI—PUPIL CHARACTERISTICS

Do you experience difficulty:	No Difficulty				Great Difficulty
1. In understanding and appreciating how social class differences affect pupil performance in school?	1__	2__	3__	4__	5__
2. In understanding the intellectual characteristics of retarded children?	1__	2__	3__	4__	5__
3. In understanding the social development of the retarded child?	1__	2__	3__	4__	5__
4. In understanding how emotional problems affect teaching of retarded children?	1__	2__	3__	4__	5__
5. In utilizing knowledge of the speech and language development of the retarded child?	1__	2__	3__	4__	5__
6. In understanding children with perceptual problems?	1__	2__	3__	4__	5__

SECTION XII—PROFESSIONAL RELATIONSHIPS

Do you experience difficulty:					
1. In developing good working relationships with administration and special teachers?	1__	2__	3__	4__	5__
2. In obtaining supervision, and assistance with teaching techniques and methods?	1__	2__	3__	4__	5__
3. In developing good working relationships with special service personnel, i.e., psychologist, speech therapist, etc.?	1__	2__	3__	4__	5__
4. In developing good communication with community agencies such as the Social Welfare Department, etc.?	1__	2__	3__	4__	5__
5. In developing good working relationships with regular class teachers within the school system?	1__	2__	3__	4__	5__
6. In obtaining opportunities for planning and exchange of ideas with fellow special class teachers?	1__	2__	3__	4__	5__
7. In gaining access to journals and references?	1__	2__	3__	4__	5__
8. In dealing with confidential matters?	1__	2__	3__	4__	5__
9. In establishing good teacher-parent rapport?	1__	2__	3__	4__	5__
10. In the referral of parental inquiries to the appropriate source for information other than what you as a teacher can provide?	1__	2__	3__	4__	5__

11. Check those in which you hold membership.		Check those which are of assistance to you.
....	Parent Teachers Association	....
....	Council for Exceptional Children	....
....	Iowa State Education Association	....
....	National Education Association	....
....	American Federation of Teachers	....
....	American Association of Mental Deficiency	....
....	Iowa Association for Retarded Children	....
....	County Association for Retarded Children	....

SECTION XIII—PSYCHOLOGICAL INFORMATION

Do you experience difficulty:					
1. In understanding the function, role, and duties of the school psychologist?	1__	2__	3__	4__	5__
2. In utilizing and understanding information given in reports by the school psychologist?	1__	2__	3__	4__	5__
3. In interpreting group test results, e.g., readiness and achievement scores?	1__	2__	3__	4__	5__

SECTION XIV—CLASSROOM ARRANGEMENT AND MANAGEMENT

Do you experience difficulty:	No Difficulty				Great Difficulty
1. In handling a wide age span?	1__	2__	3__	4__	5__
2. In individualizing instruction, yet planning for the rest of the class at the same time?	1__	2__	3__	4__	5__
3. In establishing rules, routines, and daily procedures for the orderly operation of the classroom?	1__	2__	3__	4__	5__
4. In establishing daily class schedule?	1__	2__	3__	4__	5__
5. In developing appropriate techniques for management of pupil behavior?	1__	2__	3__	4__	5__
	1__	2__	3__	4__	5__
6. In effective use of learning centers?	1__	2__	3__	4__	5__
7. In organization of classroom environment conducive to learning—bulletin boards, seating arrangement, and appearance?	1__	2__	3__	4__	5__
	1__	2__	3__	4__	5__

SECTION XV—GENERAL METHODOLOGY

Do you experience difficulty in using the following general methods?

Class discussion	1__	2__	3__	4__	5__
Individual student report	1__	2__	3__	4__	5__
Committee work	1__	2__	3__	4__	5__
Field trips	1__	2__	3__	4__	5__
Resource people	1__	2__	3__	4__	5__
Class experiment	1__	2__	3__	4__	5__
Dramatization	1__	2__	3__	4__	5__
Demonstrations	1__	2__	3__	4__	5__

SECTION XVI—AUDIOVISUAL

	(1)	(2)	(3)	(4)
Equipment	*Availability*	*Appropriateness*	*Operation*	*Materials for use with*
Motion picture projector	( )	( )	( )	( )
Slide projector	( )	( )	( )	( )
Film strip projector	( )	( )	( )	( )
Tape recorder	( )	( )	( )	( )
Opaque projector	( )	( )	( )	( )
Overhead projector	( )	( )	( )	( )
Phonograph	( )	( )	( )	( )
Camera	( )	( )	( )	( )
Related Materials				
Pictures	( )	( )		( )
Posters	( )	( )		( )
Models	( )	( )		( )
Displays	( )	( )		( )
Programmed Instructional Materials	( )	( )		( )

Would it be helpful to have available programmed materials for use with the basic skills? __yes __no

Appendix B

Survey of Consulting Teachers

SECDC

QUESTIONNAIRE TO CONSULTING TEACHERS

This questionnaire has been designed as a means of obtaining evaluative and descriptive information from Consulting Teachers on the SECDC program. Although the questionnaire is lengthy, most items require a check (✓) response. Space has also been allotted for you to record comments when you so desire. If additional space is needed, feel free to use the reverse side of the questionnaire.

GENERAL

1. Which years did you serve as Consulting Teacher? Check each appropriate year:
   ___Spring 1967
   ___School Year 1967-68
   ___School Year 1968-69
   Will also serve
   ___School Year 1969-70

2. What is your level of preparation?

   Less than BA__ BA__ BA+__
   MA__ MA+__

3. How many years of teaching experience do you have in each of the following positions? (Include this year)

   ___in regular classes
   ___in special classes
   ___in your current position

4. How many different special class teaching positions have you held?

   ___

5. How many of each type of special classes are there in the building in which your class is housed?

   ___educable classes
   ___trainable classes

6. How many boys and girls are in your present class?

   ___boys
   ___girls

7. How old is your youngest student?

   ___years, ___months

8. How old is your oldest student?

   ___years, ___months

9. Which level best approximates the age level of your class?

   ___primary ___intermediate

   ___junior high ___senior high

10. Which one of the following best describes the general conditions of your teaching situation?

    ___very good ___average
    ___inadequate

ORIENTATION

11. Was your orientation to the role of Consulting Teacher sufficient? Check (✓) one:

    ___yes (definitely
    ___yes (adequate)
    ___no (generally insufficient)
    ___no (definitely insufficient)

12. Rank the following according to helpfulness in orienting you to the role of Consulting Teacher. Rank 1 for most help and 4 for least help:

___training sessions in Iowa City
___SECDC field coordinator
___printed information from the SECDC office
___other Consulting Teachers

13. How well do you understand the organizational aspects of SECDC?

___good understanding
___some understanding
___little understanding

14. How important do you feel it is to the role of the Consulting Teacher that she be knowledgeable of the organizational aspects of SECDC?

___very important
___moderately important
___not important

TRAINING SESSIONS

(HELD IN IOWA CITY)

15. How would you rate the overall quality of the training sessions?

___ ___ ___ ___ ___
1 2 3 4 5
very good very poor

16. Presentations by outside persons (Yeshiva, KU, IMC, etc.)?

___ ___ ___ ___ ___
1 2 3 4 5
very good very poor

17. Displays of materials:

___ ___ ___ ___ ___
1 2 3 4 5
very good very poor

18. Organizations of training sessions?

___ ___ ___ ___ ___
1 2 3 4 5
Very good Very poor

19. Was there sufficient opportunity to meet informally with SECDC staff members?

___yes no___

20. Were you given sufficient opportunity to participate in the training sessions?

___yes no___

21. How helpful were the training sessions to you in preparing for your field sessions?

___ ___ ___ ___ ___
1 2 3 4 5
very good very poor

22. Were the training sessions held frequently enough?

___yes no___

23. If no, how often should they be held?

___monthly
___every other month
___once per semester
___once per year
___quarterly as Presently scheduled

24. Were the arrangements for your travel and accommodations satisfactory?

___yes no___

Comment:

25. Were the procedures followed for reimbursing your expenses satisfactory?

    ___yes no___

    Comment:

26. Was sufficient time allotted during the training sessions to the discussion of SECDC materials?

    ___yes no___

27. How would you evaluate the atmosphere of the training sessions?

    ___too formal
    ___formal, but appropriate
    ___informal, but appropriate
    ___too informal

    Comment:

28. Did the attendance of MR Consultants interfere with the training sessions?

    ___yes no___

29. Do you think it was helpful to have the MR consultants attend the training sessions?

    ___yes no___

30. What changes would you make in the training sessions?

    Comment:

FIELD SESSIONS

31. Were the tasks required to make arrangements for the field sessions too time-consuming?

    ___yes no___

32. Did you have good cooperation from your administrator?

    ___yes no___

33. Were the procedures followed by SECDC in mailing the materials to you satisfactory?

    ___yes no___

34. Was the SECDC staff helpful when you called upon them for assistance?

    ___yes no___

35. Do you feel that the teachers attending your sessions were positive toward the SECDC program?

    ___yes no___

36. Do you feel that the concept of a Consulting Teacher as used in SECDC is a good approach to in-service training?

    ___yes no___

37. Was the group size conducive to discussion?

    ___yes no___

38. What was the average size of your group?

    _____

39. Was the distance you were required to travel too great?

___yes no___

40. Were the sessions scheduled at a convenient time?

___yes no___

41. Did you have enough time to cover the topics?

___yes no___

42. Would there be value in holding more than one session on selected publications?

___yes no___

43. Were the physical facilities appropriate for the field session?

___yes no___

44. How many field sessions should be held?

More___Same___Fewer___
1 2 3

45. How should the length of the sessions be changed?

made longer___ 1

made shorter___ 2

remain same___ 3

46. What changes would you make in the field sessions?

List:

47. Do you think that the barrier credit was the reason a large number of teachers attended the field sessions?

___yes no___

48. Do you feel attendance at the field sessions should be restricted to special class teachers?

___yes no___

49. If othere are permitted to attend, check one or more of the following you would recommend encouraging to attend:

___Special Ed. Directors
___MR Consultants
___Psychologists
___Speech Clinician
___Superintendents
___Regular classroom teachers

MATERIALS

50. Rate the following aspects of SECDC materials on a scale from very good to very poor:

	very good		aver-age		Very poor
Overall topics of materials	___	___	___	___	___
Organization format of materials	___	___	___	___	___
Quality of materials	___	___	___	___	___
Physical factors (binding, print, etc.)	___	___	___	___	___
	1	2	3	4	5

51. Were the materials relevant to your teaching situation?

___yes no___

Comment:

52. How frequently have you used the materials?

___very extensively
___quite frequently
___only occasionally
___practically never

53. Have you taught any of the starter units included in the SECDC materials?

___yes no___

Comment:

54. What influence have the materials had on your classroom teaching?

___positive influence
___no influence
___negative influence

55. Were the materials self-explanatory?

___yes no___

56. Were the materials too long?

___yes no___

57. Were the materials easy to follow?

___yes no___

Comment:

58. Indicate below which of the following SECDC materials you feel were best received by the participating teachers. (Rank only the 10 most important from 1 to 10)

Review of *Peabody Language Development Kits #1 and #2*.........____
Review of *The Frostig Program for the Development of Visual Perception*.....................____
Review of *Functional Basic Reading Series: Stanwix House*.....____
Review of *Materials for Educable Mentally Retarded and the Disadvantaged* by Frank E. Richard ____
Experience Unit--Family and Home-Primary..................____
Experience Unit--Family and Home-Intermediate.................____
Experience Unit--Family and Home-Advanced......................____
A Social Attitudes Approach to Sex Education for the Educable Mentally Retarded.............____
Homemaking for the Educable Mentally Retarded Girl...........____
Science: Suggested Content, Activities, Experiments........____
Life Experience Starter Units-Set #1........................____
Law and Authority. An Essential Part of the Social Studies Program for the Educable Mentally Retarded.............____
Speech Improvement for the Mentally Retarded.............____
Improving Instruction for the Mentally Retarded.............____
Planning an Arithmetic Curriculum for the Educable Mentally Retarded......................____
Life Experience Starter Units--Set # ....____
Social Problem Fiction--A Source of Help for Retarded Readers...____
The Use of Overhead Projection in Classrooms for the Mentally Retarded.....................____
Developing Appropriate Seatwork for the Mentally Retarded......____

59. Were any of your field sessions videotaped?

___Yes No___

60. If yes, how many?

___

61. Did the videotaping process disrupt your session?

___Yes No___

62. Would you recommend that videotaping of field sessions be continued?

___Yes No___

63. Did you benefit from viewing videotapes of field sessions?

___Yes No___

Comment:

ROLE OF CONSULTING TEACHER

Rate the support you feel you received from the following:

64. Your Director of Special Education

___ ___ ___ ___ ___
1 2 3 4 5
Very good Poor

65. Your principal:

___ ___ ___ ___ ___
1 2 3 4 5
Very good Poor

66. Your fellow special class teacher in your district:

___ ___ ___ ___ ___
1 2 3 4 5
Very good Poor

67. The teachers attending your sessions:

___ ___ ___ ___ ___
1 2 3 4 5
Very good Poor

68. What was your reaction to serving as a consulting teacher: (Check one)

___highly rewarding
___moderately rewarding
___satisfactory
___somewhat unsatisfactory
___highly unrewarding

69. If called upon in the future to serve in a similar capacity would you be inclined to accept?

___Yes No___

70. What percent of the special class teachers you know do you feel could fulfill the role of consulting teacher?

___percent

71. What were the major factors which contributed to your success as a Consulting Teacher?

List:

72. What were the major factors which hindered your role as a Consulting Teacher?

List:

73. Was the amount of renumeration sufficient?

___yes No___

74. Would you serve as a Consulting Teacher if only expenses were paid?

___Yes No___

75. Do you feel that the Consulting Teacher experience helped you improve as a teacher?

___Yes No___

76. Have your professional goals changed as a result of serving as a Consulting Teacher?

___Yes No___

Comment:

REACTION TO SECDC

77. Which function(s) of the SECDC project should be continued? (check one)

___materials, but not field sessions
___field sessions, but not materials
___both field sessions and materials

78. How does SECDC compare to other in-service training programs in which you have participated?

___SECDC was superior
___SECDC was equal
___SECDC was of less value
___SECDC was the only in-service training I have had.

79. Are there aspects of SECDC which should be changed?

___Yes No___

Comment:

80. Are there additional services which should be added?

___Yes No___

Comment:

81. From what aspects of SECDC have you profited most?

Comment:

Appendix C

Survey of Participating Teachers

SECDC QUESTIONNAIRE

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER
EAST HALL
UNIVERSITY OF IOWA
IOWA CITY

This questionnaire is designed around specific questions. Space has been provided, however, for you to enter evaluative comments if you feel so inclined. In those instances where you do write additional comments, please be sure to also check an appropriate response to the specific question.

NOTE: ITALICIZED NUMBERS IN PARENTHESES NEXT TO EACH QUESTION ARE FOR KEY-PUNCH PURPOSES. PLEASE DISREGARD THEM.

GENERAL INFORMATION

When did you first begin attending SECDC Field Sessions? Spring 1967 ____$_1$ Fall 1967 ____$_2$
(5) Fall 1968 ____$_3$

What is your level of preparation? Less than
(6) BA____$_1$ BA____$_2$ BA+____$_3$ MA____$_4$ MA+____$_5$

(7) Do you hold endorsement #35? ____Yes ____No

How many years of teaching experience do you have in each of the following positions?
(8-9) ____ in regular classes
(10-11) ____ in special classes
(12-13) ____ in your current position

How many different special class teaching positions have you held?
(14) ____

How many of each type of special classes are there in the building in which your class is housed?
(15-16) ____ educable
(17-18) ____ trainable

How many of each type of special classes are there in your school district?
(19-20) ____ educable
(21-22) ____ trainable

How many boys and girls are in your present class?
(23-24) ____ boys
(25-26) ____ girls

How old is your youngest student?
(27-30) ____ years, ____months.

How old is your oldest student?
(31-34) ____ years, ____ months.

Which level best approximates the age level of your class?
(35) ____$_1$ primary
____$_2$ intermediate
____$_3$ junior high
____$_4$ senior high

Which one of the following best describes the general conditions of your teaching situation?
(36) ____$_1$very good ____$_2$average ____$_3$inadequate

SECDC ORGANIZATION

How well do you feel you understand SECDC?

(37) ____good understanding
____some understanding
____little understanding

(38) Have you been aware that SECDC was cooperatively funded by the United States Office of Education, Dept. of Public Instruction, and The University of Iowa?
____Yes No____

Which source of information on the operation of SECDC has been of most help? (rank from 1 to 5, with "1" for the one which has been the most help)

(39) ____SECDC News
(40) ____Field Sessions
(41) ____Spec. Ed. Administrators
(42) ____Other teachers
(43) ____Correspondence from SECDC

FIELD SESSIONS

The following questions relate to the field sessions conducted by the consulting teacher:

(44) Was the group size conducive to discussion?
____Yes No ____

(45) Was the distance you were required to travel too great? ____Yes No ____

(46) Were the sessions scheduled at a convenient time?
____Yes No ____

(47) Were the physical facilities appropriate for the field session? ____Yes No____

(48) How many field sessions should be held?
More $\underline{\quad}_{1}$ Same $\underline{\quad}_{2}$ Fewer $\underline{\quad}_{3}$

(49) Were the topics at the field sessions relevant?
____Yes No ____

(50) Were enough display materials included?
____Yes No ____

(51) How should the length of the sessions be changed?
Made longer $\underline{\quad}_{1}$ made shorter $\underline{\quad}_{2}$ remain same $\underline{\quad}_{3}$

Below are listed five aspects relating to Field Sessions conducted by the consulting teachers. Rate the importance of each aspect by checking the appropriate column:

	Very Important	Moderately Important	Of No Importance
(52) Opportunity to talk about your instructional concerns	____	____	____
(53) Presentation by consulting teacher	____	____	____
(54) Presentation by other teachers	____	____	____
(55) Display of materials	$\underline{\quad}_{1}$	$\underline{\quad}_{2}$	$\underline{\quad}_{3}$

SECDC PUBLICATIONS

Rank the following aspects of the Field Sessions according to their importance to you (Rank from 1 to 5, with "1" for the most important):

(56) ____Presentation by consulting teachers

(57) ____SECDC Publications

(58) ____Presentations by other teachers

(59) ____Display of materials

(60) ____Opportunity to talk about your instructional concerns

(61-62) ____Approximately what percent of the field sessions did you attend since you began attending SECDC sessions?

Which of the following best indicates your reason for missing?
(63) $\underline{\quad}_{1}$ weather $\underline{\quad}_{2}$ schedule conflicts $\underline{\quad}_{3}$ lack of interest $\underline{\quad}_{4}$ illness

(64) Was your attendance voluntary? ____Yes No ____

PUBLICATIONS (Cont'd)

(65) Did the possibilities of obtaining credit toward salary increases influence your attendance? ____Yes No ____

(66) Did your district give salary credit for attending SECDC Field Sessions? ____Yes No____

(67) Do you feel attendance at the field sessions should be restricted to special class teachers? ____Yes No ____

If others are permitted to attend, check one or more of the following you would recommend encouraging to attend:

(68) ____Special Ed. Directors
(69) ____M. R. Consultants
(70) ____Psychologists
(71) ____Speech Clinician
(72) ____Superintendents
(73) ____Regular classroom teachers

(80 = Card No. 1)

(1-4) ID# Duplicated from Card 2

	Indicate below which of the following SECDC materials you have received, and check the two which you feel are the most important to you.	Check off those received	Indicate two most important
(5)	Review of *Peabody Language Development Kits #1 and #2*	____	____
(6)	Review of *The Frostig Program for the Development of Visual Perception*	____	____
(7)	Review of *Functional Basic Reading Series: Stanwix House*	____	____
(8)	Review of *Materials for Educable Mentally Retarded and The Disadvantaged* by Frank E. Richard	____	____
(9)	*Experience Unit--Family and Home--Primary*	____	____
(10)	*Experience Unit--Family and Home--Intermediate*	____	____
(11)	*Experience Unit--Family and Home--Advanced*	____	____
(12)	*A Social Attitudes Approach to Sex Education for the Educable Mentally Retarded*	____	____
(13)	*The Newspaper: A Major Supplement to the Language Arts Program for the Educable Mentally Retarded*	____	____
(14)	*Homemaking for the Educable Mentally Retarded Girl*	____	____
(15)	*Science: Suggested Content, Activities, Experiments*	____	____
(16)	*Life Experience Starter Units--Set #1*	____	____
(17)	*Law and Authority. An Essential Part of the Social Studies Program for the Educable Mentally Retarded*	____	____
(18)	*Speech Improvement for the Mentally Retarded*	____	____
(19)	*Improving Instruction for the Mentally Retarded*	____	____
(20)	*Reporting Pupil Progress in Special Classes for the Mentally Retarded*	____	____
(21)	*Planning an Arithmetic Curriculum for the Educable Mentally Retarded*	____	____
(22)	*Life Experience Starter Units--Set #2*	____	____
(23)	*Social Problem Fiction--A Source of Help for Retarded Readers*	____	____
(24)	*The Use of Overhead Projection in Classrooms for the Mentally Retarded*	____	____
(25)	*Developing Appropriate Seatwork for the Mentally Retarded*	____	____

SECDC MATERIALS

	Rate the following aspects of SECDC materials on a scale from very good to very poor:	Very Good		Average		Very Poor
(26)	Overall topics of materials	____	____	____	____	____
(27)	Organization format of materials	____	____	____	____	____
(28)	Quality of materials	____	____	____	____	____
(29)	Physical factors (binding, print, etc)	____	____	____	____	____
		1	2	3	4	5

(30) Were the materials relevant to your teaching situation? ____Yes No ____
Comment:

SECDC MATERIALS (Cont'd)

How frequently have you used the materials?

(31) ____1 Very Extensively ____2 Quite Frequently ____3 Only Occasionally ____4 Practically Never

(32) Have you taught any of the starter units included in the SECDC materials? ____Yes No ____

(33) Were they (or do you think they would be) helpful? ____Yes No ____
Comment:

What influence have the materials had on your classroom teaching?

(34) ____1 positive influence ____2 no influence ____3 negative influence

(35) Were the materials self-explanatory? ____Yes No ____

(36) Were the materials too long? ____Yes No ____

(37) Were the materials easy to follow? ____Yes No ____

CONSULTING TEACHER ROLE

(38) Do you agree with using special class teachers as consulting teachers? ____Yes No ____
(39) Were you satisfied with the performance of your consulting teacher? ____Yes No ____
(40) What percent of special class teachers do you feel are capable of serving as consulting teachers? ____%
(41) Are you familiar with the training consulting teachers receive from the SECDC staff? ____Yes No ____
(42) Did you know that consulting teachers receive a nominal stipend for their efforts? ____Yes No ____

REACTION TO SECDC

(43) Which function(s) of the SECDC project should be continued? (check one)
____1 materials, but not field sessions
____2 field sessions, but not materials
____3 both field sessions and materials

(44) How does SECDC compare to other in-service training programs in which you have participated?
____1 SECDC was superior
____2 SECDC was equal
____3 SECDC was of less value
____4 SECDC was the only in-service training I have had.

(45) Have your present administrative personnel provided you an opportunity to participate in other in-service training geared to special class teachers? ____Yes No ____

(46) Should the basic services of SECDC be continued? ____Yes No ____

(47) Are there aspects of SECDC which should be changed? ____Yes No ____
Comment:

(48) Are there additional services which should be added? ____Yes No ____
Comment:

(49) From what aspects of SECDC have you profited most?

(80 = Card No. 2)

Appendix D

Survey of Building Principals

SECDC QUESTIONNAIRE
to
PRINCIPALS

Cols.

How many special classes for the EMR are under your supervision?

01-02 ____Elementary
1
03 ____Junior High
2
04 ____Senior High
3

05 Does your district have the services of:

____Director of Special Education
1
____Consultant for the mentally retarded
2
____School psychologist
3
____Speech therapist
4

06 How familiar are you with the SECDC in-service project?

____sufficiently informed
1
____minimally informed
2
____completely uninformed
3

Rank in order of effectiveness the sources of information regarding the SECDC program:

(1 for most effective, 2 for second, etc.)

07 ____special class teachers
1
08 ____SECDC Newsletter
2
09 ____Director of Special Education
3
10 ____Consultant for the Mentally Retarded
4
11 ____Communications from SECDC
5

Cols.

12 What do you feel has been the response of your Special class teachers to the SECDC in-service training program?

____highly positive
1
____positive
2
____noncommittal
3
____negative
4
____unable to respond
5

13 Based on your information to the SECDC program what has been your response?

____highly positive
1
____positive
2
____noncommittal
3
____negative
4
____unable to respond
5

14 Have you had an opportunity to review the SECDC curriculum publications?

____Yes No____
1 2

14 If Yes, what has been your reaction to the materials?

____They are in general practical and geared to
1 the needs of teachers.

____They are in general practical but inappropriate
2 for your teachers.

____They are not of much value.
3

Comment:

Cols.

16 To what extent do you feel the majority of your special class teachers have used the SECDC materials?

1 ____extensively when they are working on topics covered by SECDC materials?

2 ____occasionally

3 ____seldom

4 ____unable to respond

17 Would it be helpful if principals were also provided copies of the SECDC curriculum publications?

____Yes 1 No____ 2

18 Are you aware that the SECDC in-service sessions are conducted by special class teachers and are called Consulting Teachers?

____Yes 1 No____ 2

19 Have any of your special teachers served as a Consulting Teacher?

____Yes 1 No____ 2

20 If yes, do you feel this was advantageous to your program?

____Yes 1 No____ 2

21 Do you feel the experience was meaningful to the teacher?

____Yes 1 No____ 2

22 The SECDC in-service training sessions the past two years have been held after school hours. What would be your recommendation for the future?

1____Continue after school sessions

2____Hold sessions during school time and ask for release time for teachers.

3____Omit sessions and merely mail materials to teachers.

4____Hold sessions during regularly scheduled in-service training days

Appendix E

Survey of Directors of Special Education

SECDC Questionnaire
to
Directors of Special Education

General

Check the statement which best describes your administrative organization:

____(a) single local school district

____(b) single county unit

____(c) multi county unit

____(d) more than one local district but not organized according to county lines.

Fill in the number of personnel per category.

____teachers of EMR classes

____teachers of TMR classes

____other special class teachers

____psychologist

____MR consultants

____speech therapist

____other special personnel

What is the total public school population in the geographic area for which you serve as special education director?____

Did your program provide in-service training specifically for special class teachers of the retarded prior to the beginning of SECDC?

____Yes No____

If Yes, how often during the school year?

____once

____twice

____more than two times a year

Have these programs continued in addition to the SECDC service?

____Yes No____

What was your role in the participation of your teachers in the SECDC field sessions?

____required teachers to attend

____merely informed the teachers of the session

____actually encouraged their attendance

____assumed a neutral position

What is your general response to the SECDC program?

____highly positive

____positive

____non-commital

____negative

What do you feel is the general response of your teachers to the SECDC program?

____highly positive

____positive

____non-commital

____negative

Were any of the Consulting Teachers from your area?

____Yes No____

If yes: Do you feel this was to the advantage of your program?

____Yes No____

Do you feel the experience was meaningful to the teacher?

____Yes No____

Are you aware that the project is a cooperative project involving the University of Iowa and the Iowa State Department of Public Instruction?

____Yes No____

Are you aware that the major sources of funds used to support SECDC come from a federal grant?

____Yes No____

Were you sufficiently informed regarding the SECDC project during its early development?

____Yes No____

To what extent do you feel the majority of your teachers have used the SECDC materials?

____Extensively when they are working on topics covered by SECDC members

____Occasionally

____Seldom

What has been your reactions to the SECDC materials?

____They are in general practical and geared to the needs of teachers

____They are not practical but inappropriate to teachers in my area

____They are not of much value

Comments:

Do you favor the SECDC model which uses most special class teachers as in-service educators with the State Department and the University providing support to the consulting teachers?

____Yes No____

Do you feel this model could be applied in other areas of special education?

____Yes No____

Please make any additional comments you desire.

Appendix F

Consulting Teacher Evaluation Report

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER

Consulting Teacher Evaluation Report

Name________________________________Area_____Date________________

Attendance__________________________Length of Meeting_______________

Preparation:

Did you have sufficient time to prepare for your workshop?

Yes _____ No _____

If no, what changes need to be made to allow you additional time?

Did you experience any difficulty in preparing your presentation?

Yes _____ No _____

If yes, what kinds of problems were encountered and how can the SECDC staff help you avoid these problems in the future?

Would additional media materials be of help to you in your presentation?

Yes _____ No _____

If yes, what kind, e.g., overlays, tapes, etc.?

Teacher Responses:

Teacher interest in workshop topic.

_____ Very interested - the majority felt the topic was important to the education of the EMR.

_____ Interested but not enthusiastic.

_____ Not interested - the majority of teachers did not feel that the topic was important to the education of the EMR.

Participation in discussion.

_____ Excellent participation. Many questions and comments. No problem in getting discussion started.

_____ Good participation-some voluntary questions however, most discussion was in response to questions from the consulting teacher.

_____ Limited participation. No voluntary discussion.

Teacher appraisal of material.

_____ Very worthwhile-appropriate content and good teaching ideas.

_____ Good - usable but room for improvement.

_____ Less than adequate - of limited value to the teacher.

Over-all Evaluation:

How would you rate this workshop in comparison to others you have conducted? Better _____ As good as _____ Not as good as _____

How would your rate this workshop in comparison to your expectations of a good session?
Better _____ As good as _____ Not as good as _____

Feedback:

What kinds of questions were presented by the teachers during the discussion period?

Notes to SECDC Staff (include any suggestions or comments).

Date of next meeting:

Appendix G

Evaluation of Consulting Teacher and Workshop

SECDC

EVALUATION OF CONSULTING TEACHER AND WORKSHOP

Name____________________Area____Date________Length of Meeting____Attendance ________

Program	Observations	Needs
I. Facilities A. Room 1 2 3 4 5 B. Arrangements 1 2 3 4 5 C. Equipment 1 2 3 4 5		
II. Presentation A. Rapport 1 2 3 4 5 B. Organization 1 2 3 4 5 C. Knowledge of Material 1 2 3 4 5 D. Use of Media 1 2 3 4 5 E. Ability to Lead Discussion 1 2 3 4 5		
III. Other Observations		

IV. Evaluation: FACILITIES 1 2 3 4 5 PRESENTATION 1 2 3 4 5 RAPPORT 1 2 3 4 5
ORGANIZATION . 2 3 4 5 KNOWLEDGE OF MATERIAL 1 2 3 4 5 LEAD DISCUSSION 1 2 3 4 5 TOTAL 12345

Appendix H

Project Staff

Consulting Teacher Roster

SECDC Advisory Board

SECDC Policy Board for Continuation

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER STAFF

The staffing pattern of SECDC capitalized on the availability of persons with talent required for project activities. The major compliment of the working force was on part-time short-term appointments Much of the development work was carried out during the summer when teachers were available and free to work on the staff in Iowa City. While this type of an approach to staffing a production project such as SECDC presents certain administrative demands it allows for the matching of persons with particular skills to specific tasks. The coordination of the staff was enhanced by the absence of turn over among the central staff members.

Central Staff

Edward L. Meyen, Director	Nov. 1966 - Nov. 1969
Sigurd B. Walden, Assistant Director	Sept 1967 - Nov. 1969
Munroe Shintani, Coordinator	Nov. 1966 - Aug. 1969
Phyllis Carter, Curriculum Specialist	Nov. 1966 - Apr. 1969

Part-Time Development Personnel

Patricia Adams, Curriculum Specialist	Feb. 1967 - Dec. 1967
Dan Burns, Media Specialist	Jan. 1969 - Nov. 1969
Michael D'Asto, Editorial Assistant	Sept 1968 - Aug. 1969
Keith Doellinger, Media Specialist	Sept 1967 - Feb. 1969
LeRoy Mitchell, Graphic Artist	Nov. 1968 - Aug. 1969
Susan Moran, Curriculum Specialist	June 1969 - Nov. 1969
Mary LaVay Netsell, Curriculum Specialist	Jan. 1969 - June 1969
James Stehbens, Research Assistant	Nov. 1966 - Aug. 1967
Linda Vande Garde, Curriculum Specialist	June 1968 - Sept 1969

Summer Development Personnel

1967	1968	1969
Marilyn Chandler	F. Corydon Crooks	F. Corydon Crooks
Robert LaConto	Billy Tilley	Alan Frank
Sally Vitteteaux	Frank Vitro	Carol Horton
Mary Ward	Judy Walden	Katherine Levi
		Nancy Walden
		Gordon White

Secretarial Staff

Carol Baumstone	Feb. 1967 - Aug. 1967
Dawn Billings	Feb. 1967 - June 1967
Ann Josten	June 1968 - Aug. 1969
Janice Mansfield	July 1967 - June 1968
Nancy Schmidt	Apr. 1967 - Sept 1967
Eleanor Simpson	July 1969 - Nov. 1969
Ruby Steinhiliber	Sept 1967 - Nov. 1969
Shirley Sterner	Sept 1967 - Nov. 1969
Carment Wynveen	Nov. 1966 - Sept 1967

CONSULTING TEACHERS

1966 - 1967 and 1967 - 1968

Bernadine Carlen
Winnie Carlson
Yvonne Chadek
Pearl Cords
*Evelyn Davison
*Zola Garnass
Charlene Hamilton
Nancy Kurth
James Lyons
Ann Mackey
*Eva Macklin
Joan Mouw
Ione Perry
Julia Richardson
Mary Jean Sweet
*Gladys Temple
*A. Carol Tiller
*Mary Ward
Ruth Wood
Dorothy Ziegler

1968 - 1969

Mary Curly
Evelyn Davison
Fran Dempster
Alberta Ekholm
Zola Garnass
Margaret Grassley
Mary Hickey
Sylvia Hogan
Eva Macklin
Dorris Martin
Ann Pressler
Avis Scott
Gladys Temple
Agnes Terry
A. Carol Tiller
Toni Van Cleve
Elizabeth Vogel
Mary Ward
A. Maurine Waughtal
Dorothy Weatherly

1969 - 1970

Virginia Anderson
Regina Artley
Deone Bachelor
Letitia Busbee
Fran Dempster
Alberta Ekholm
Margaret Grassley
Mary Hart
Sylvia Hogan
Pearl Justmann
Dorris Martin
Anne Ridenour
Avis Scott
Colleen Sehr
Don Shaw
Agnes Terry
Toni Van Cleve
Sally Vitteteaux
Elizabeth Vogel
Dorothy Weatherly

* Consulting Teacher throughout the duration of the Project.

SECDC ADVISORY BOARD

1966 - 1969

Louis F. Brown, Ph.D. (Chairman)
Associate Professor
University of Iowa

Richard E. Fischer
Director of Special Education
Iowa State Department of
Public Instruction

Robert Gibson, Ph.D.
Director of Special Education
Polk County Board of Education

Drexel D. Lange
Associate Superintendent
Iowa State Department of
Public Instruction

Ira Larson
Assistant Superintendent
Joint County System of Cedar,
Linn, Johnson, and Washington
Counties

SECDC POLICY BOARD

Continuation Beginning

November 1969

State Superintendent
Iowa State Department of Public Instruction

State Director of Special Education
Iowa State Department of Public Instruction

Dean
College of Education
University of Iowa

Chairman
Division of Special Education
University of Iowa

Representative
Iowa Director of Special Education Associations